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ABSTRACT

The 1999 Wisconsin Youth Risk Behavior Survey (YRBS) was conducted as part of a national survey effort by the U.S. Centers for Disease Control and Prevention. A stratified random sample of classrooms in all public schools with ninth through twelfth grades was taken. The YRBS was administered to 1,336 students in 46 public schools in Wisconsin in the spring of 1999. The students who participated in the survey are representative of students in Wisconsin. The results of this survey can be used to make important references concerning the health-risk behavior of all Wisconsin public high school students in grades 9 through 12. The following issues were examined in the survey: assets, unintentional injuries, weapons and violence, suicide, tobacco, alcohol and other drugs, sexual behavior, diet and exercise, and relationships between risk factors. A questionnaire is provided. (Contains 2 tables, 50 figures, and 30 references.) (MKA)

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Wisconsin Youth Risk Behavior Survey

EXECUTIVE SUMMARY AND REPORT

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

1999

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Wisconsin Youth Risk Behavior Survey

for

Wisconsin Department of Public Instruction

by

Matt Sloan, M.S.

Wisconsin Survey Research Laboratory
Madison, Wisconsin

February, 2000

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Executive Summary

The 1999 Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national survey effort by the U.S. Centers for Disease Control and Prevention. This effort has included similar surveys conducted in 39 states, four territories, and 16 cities over the past ten years. Additional questions were added by the Wisconsin Department of Public Instruction (DPI) and the Department of Health and Family Services to measure issues of special interest to Wisconsin. The 1999 Wisconsin YRBS report details study methodology, including questionnaire design, sampling, administration, and analysis. The report includes findings in the following areas: assets, unintentional injuries, weapons and violence, suicide, tobacco use, alcohol and other drug use, sexual behavior, and diet and exercise. It includes an analysis of the relationship between risk behaviors and assets, and provides important comparisons across time. In addition, the report includes important comparisons with the 1997 National YRBS prevalence rates, which was the latest national YRBS data available at the time of the analysis.

A stratified random sample of classrooms in all public schools with ninth through twelfth grades was taken. The YRBS was administered to 1,336 students in 46 public high schools in Wisconsin in the spring of 1999. The students who participated in the survey are representative of students in Wisconsin. The results of this survey can be used to make important inferences concerning the health-risk behavior of all Wisconsin public high school students in grades 9 through 12.

Assets:

- Students expressed generally high levels of assets in social support, expectations, positive values, social competencies and grades.
- The protective power of assets was demonstrated by the negative correlations such assets had with alcohol, tobacco, and other drug use, violence, sexual activity and risky use of vehicles.
- In general positive values and grades demonstrated the most protective power.
- In general, female students possessed more assets than male students.

Unintentional Injuries:

- Thirty-eight percent of students reported riding with a driver who had been drinking at least once in the past month.
- Twenty-eight percent of high school seniors drove after drinking alcohol in the past 30 days.
- Both motorcycle and bicycle helmet use increased between 1993 and 1999.
- Male students reported higher risk behaviors than female students on every unintentional injury measure.

Weapons and Violence:

- The proportion of students carrying weapons on school grounds decreased significantly since 1993, from nine to six percent. This decrease is largely due to reduction in male students carrying weapons at school, which decreased from 15 to 8 percent.
- The percentage of students who reported being in a fight both anywhere and on school property decreased significantly between 1993 and 1999, from 39 percent to 31 percent and from 16 percent to 11 percent.
- Students in Wisconsin are significantly less likely to report being in a physical fight on school property than the national average (10 percent compared to 15 percent).
- Four percent of students reported that they had stayed home at least one day in the past 12 months because they felt unsafe either going to school or while at school.

- About one in ten students reported ever being threatened because of their race. One in twenty students reported ever being threatened because someone thought they were lesbian, gay or bisexual.
- Ten percent of students report ever having been verbally or physically forced to take part in sexual activity.
- About four in ten female students report ever having been sexually harassed at school.

Suicide:

- More than a quarter of high school students reported being depressed in the past year.
- More than a quarter of high school students seriously considered committing suicide in the past year.
- Female students are more likely than male students to have depression and to consider and attempt suicide.

Tobacco:

- Thirty-eight percent of students reported smoking at least once in the past month.
- Wisconsin students who are current smokers are more likely to report smoking on 20 or more of the past 30 days than the national average.
- Incidence of current smoking increased between 1993 and 1999 from 32 percent to 38 percent.
- The percentage of students who had ever smoked who have tried to quit smoking increased substantially between 1993 and 1999.

Alcohol and Other Drugs:

- Over half of all students reported having had at least one alcoholic beverage in the past 30 days. Very few students (four percent) reported drinking on school grounds.
- The proportion of students who reported having had five or more drinks at one time in the past month increased to 34 percent in 1999 from 29 percent in 1993. Two-thirds of students who had drunk in the past month drank five or more drinks at one time.
- There was a slight increase from 1993 to 1999 among students who said that they had never drunk alcohol from 20 percent to 23 percent.
- Students in Wisconsin are less likely to have ever used marijuana than the national average (40 percent compared to 47 percent).
- Slightly more than one-fifth (20 percent) of all students reported using marijuana in the past 30 days
- Students in 1999 were significantly more likely to have used marijuana in the past thirty days than students in 1993. This rose from 11 percent to 22 percent.
- Students in 1999 were significantly more likely to have reported using cocaine ever in their lives than students in 1993. This rose from five percent to nine percent.
- Students in 1999 were significantly more likely to have someone offer, sell or give them illegal drugs at school than students in 1993. This rose from 20 percent to 29 percent.

Sexual Behavior:

- Forty-four percent of students reported that it is important to them to delay having sexual intercourse until they are married, engaged or are an adult in a long-term, committed relationship.

- Those who expressed a commitment to abstinence expressed more responsible behaviors on nearly every measure.
- Wisconsin students were less likely to report having had sexual intercourse before the age of 13 than the national average (four percent compared to seven percent).
- Six in ten students reported never having had sexual intercourse.
- The percentage of students who reported having ever had sexual intercourse significantly decreased between 1993 and 1999 from 47 to 42 percent. However, among those who are sexually active, the percentage who reported sexual intercourse in the past three months increased from 69 to 74 percent from 1993 to 1999.
- Six out of ten sexually active students reported using a condom the last time they had sex. Condom use decreases as grade increases.

Diet and Exercise:

- Fourteen percent of all students were overweight according to their Body Mass Index.
- Female students were more likely than male students to report being overweight and were twice as likely to report trying to lose weight.
- Only 61 percent of students consumed the recommended amount of fruits, 15 percent consumed the recommended amount of vegetables, and 45 percent consumed the recommended amount of dairy products.
- Sixty percent of students said that they had exercised or participated in physical activity for at least 20 minutes on three or more of the past seven days.

Relationships between Risk Factors:

- Strong correlations exist among alcohol and other drug use, tobacco use, and vehicle safety.
- Sexual activity is weakly correlated with alcohol use and is strongly correlated with other drug use, tobacco use, violence, and taking risks with vehicle safety.
- Violence is correlated with alcohol and other drug use, sexual activity, suicide, tobacco use and vehicle safety.

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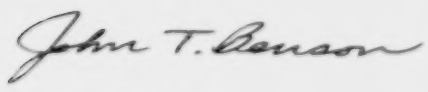
FOREWORD

In the spring of 1999, staff at the Wisconsin Department of Public Instruction notified the administrators of 60 high schools throughout the state that their schools were selected randomly to participate in an extremely important study of student behaviors and perceptions in a variety of health and safety areas. As a result, educators, community service planners, legislators, policy makers, and parents now will have information that can lead to solutions to the challenges facing many young people in our state.

The purpose of such a study is to take a "snapshot" of the health and well being of Wisconsin adolescents. By understanding the barriers to learning, as well as the factors that can strengthen children, we can develop strategies that will ensure their academic, vocational, social and emotional success. This, in turn, can ensure a brighter future for all of us.

I encourage you to read this report with one question in mind: How can I use this information to make a contribution to the improvement of the health and safety of Wisconsin school children? Together, we can do so much. But, it starts with a personal commitment to act. Please have the same courage the principals and the 1,336 student participants had in telling this story.



John T. Benson
State Superintendent

THE SURVEY AND RESULTS

The 1999 Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national survey effort by the U.S. Centers for Disease Control and Prevention (CDC). This effort has included similar surveys conducted in 39 states, four territories, and 16 cities over the past ten years. Additional questions were added by staff in the Wisconsin Departments of Public Instruction (DPI) and Health and Family Services (DHFS) to measure issues of special interest to Wisconsinites (see Appendix A for questionnaire).

The YRBS was conducted nationally and in Wisconsin among students in grades nine through twelve. In Wisconsin, it has been administered every two years since 1991 with minor variations[1]. This research design provides data for important comparisons with national prevalence rates and across time.

At each level the sampling frame included all public schools that contained the needed grade or grades. Schools were stratified implicitly by enrollment size, then selected systematically with probability proportional to enrollment size, using a random start. Within each selected school, second-period classes were used to construct a sampling frame. At all levels, individual classes were chosen to participate via systematic equal probability sampling with random start.

The YRBS was administered to 1,336 students in 46 public high schools in Wisconsin in the spring of 1999. The school response rate was 71 percent and the student response rate was 85 percent. The students who participated in the survey are representative of all ninth through twelfth grade public school students in Wisconsin. The results of this survey can be used to make important inferences concerning the health-risk behavior of all Wisconsin public high school students in ninth through twelfth grades.

[1] Sample sizes, strategies, and questionnaires have varied in each of the years of administration. Because of limited sample size, results from the 1991 and 1995 administrations will not be considered in this analysis. Data from the 1993 and 1997 administration will be used to provide trend analysis of prevalence rates.

ANALYSIS

The results were weighted to reduce bias by compensating for different patterns of nonresponse and to reflect the likelihood of sampling each student. The weight used for estimation was arrived at by the following formula: W=W2*W3*f1*f2*f3, where:

W1 equals the inverse of the probability of selecting the school;

W2 equals the inverse of the probability of selecting the classroom within the school;

f1 equals a school-level nonresponse adjustment factor calculated by school size category;

f2 equals a student level nonresponse adjustment factor calculated by class; and

f3 equals a poststratification adjustment factor calculated by gender within grade.

The weighting factor was then further proportioned so that the total weighted n was equal to the total unweighted n for purposes of tests of significance. The resulting weighted responses can be used to make important inferences about the prevalence of health-risk behavior of all Wisconsin public school students at each level. All analyses reported here use these weighted responses.

General prevalence rates of different factors are reported for students as a whole. Comparisons of important differences by gender and grade level are then conducted to identify important patterns. Cross-tabulations of the risk factors by demographic categories provided important comparisons. A chi-square or linear-by-linear statistic was computed for each cross-tabulation. In general, significance levels under $p=0.05$ are reported as significant differences and significance levels between $p=0.05$ and $p=0.10$ are reported as marginally significant. These significance levels should be treated with some caution, however, because the sampling method may cause these analyses to overestimate differences between demographic groups. Only statistically significant or marginally statistically significant differences are reported.

In addition, a comparison of the 1997 National YRBS[2] and 1999 Wisconsin YRBS was conducted. This analysis compared the responses to specific questions that appeared on both versions of the YRBS. Confidence intervals at the $p<0.05$ were compared to determine if significant differences exist. Only significant differences are reported. However, these comparisons should be treated with caution. By mixing year and source, any results produced by the analysis could reasonably be attributed to either state-national differences or to differences in time.

A trend analysis was also conducted. This analysis used responses to the 1993, 1997 and 1999 YRBS, which were combined into a single data set. The creation of this data set required that some variables be manipulated so that they were comparable across the samples. In addition, some survey questions were not asked in all years and so these data cannot be analyzed. Analysis of these data involved performing either Spearman's correlations[3] or odds ratios. Differences were reported if the Spearman's correlation obtained a $p<0.01$ value and the correlation itself was over 0.10. The odds ratio was reported if the 95% confidence interval significantly differed from 1.0. Again, the nature of the sampling procedure for the YRBS may cause these estimates of statistically significant differences to be exaggerated. Differences should be interpreted conservatively. Only significant or marginally significant differences are reported.

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[2] This was the latest national YRBS data available at the time of the analysis.

[3] Spearman's rho is a measure of association between rank orders.

ASSETS

Context

Health and social research has defined various protective factors. These factors, if present in a young person's life, are thought to help protect them from involvement in problem or risk behaviors. Protective factors include both internal qualities intrinsic to an individual and external qualities of the social environment.

Research by the Search Institute in Minneapolis, Minnesota has identified 40 such factors called developmental assets believed to be important in helping young people grow up to be healthy, caring and responsible citizens. The assets are clustered under eight broad headings: Support, Empowerment, Boundaries & Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identities.

Sixteen questions were included in the survey instrument to gauge the levels of some protective factors or assets. These questions were used to determine correlations among assets that students had or lacked as well as the level of risk-taking behavior they reported being involved in.

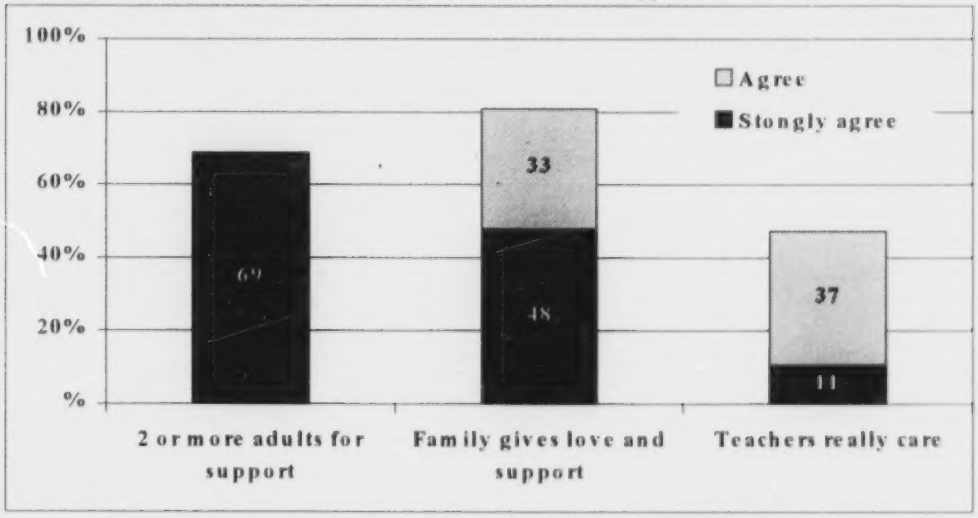
Highlights

- Students expressed generally high levels of assets in social support, expectations, positive values, social competencies and grades.
- The protective power of assets was demonstrated by the negative correlations such assets had with alcohol, tobacco, and other drug use, violence, sexual activity and risky use of vehicles.
- In general positive values and grades demonstrated the most protective power.
- There was a significant decrease between 1997 and 1999 among those who said that their teachers really care about them and give them support and among those that said that it is important to help other people.
- In general, female students possessed more assets than male students.

Social Support

Students in the YRBS were asked three questions about their support from parents, teachers and other adults (see Figure 1). Four out of five students said that their family loves them and gives them support when they need it[4]. Students were also asked how many adults, other than their parents, they would feel comfortable going to for help. Sixty-nine percent said there were two or more adults they could turn to for help, 16 percent said that there was at least one adult, and only 14 percent said that there were no adults they would feel comfortable going to. Nearly half of the students also felt that their teachers really care about them and give them lots of encouragement.

Figure 1. Social Support.
Percentage of all students by responses to questions about social support.

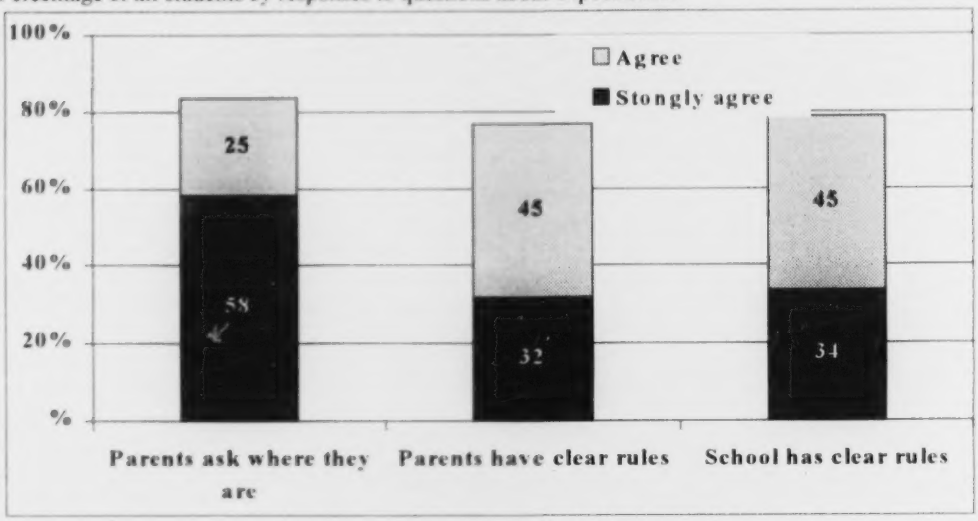


[4] For this series of questions, students who either "strongly" or "somewhat" agreed with the statement were combined.

Expectations

Students were asked three questions about expectations for their behavior. Over three quarters of students reported that their families had clear rules and standards for their behavior (see Figure 2). Over half of the students said that their parents ask where they were going and who they would be with "all the time" and an additional quarter reported that this occurred "most of the time". A recent study of parents found that nine out of ten parents said they usually or always knew where their child was and who they were with (Bogenschneider, et al. 1996). About the same percentage said that their school has clear rules and consequences for behavior.

Figure 2. Expectations.
Percentage of all students by responses to questions about expectations.



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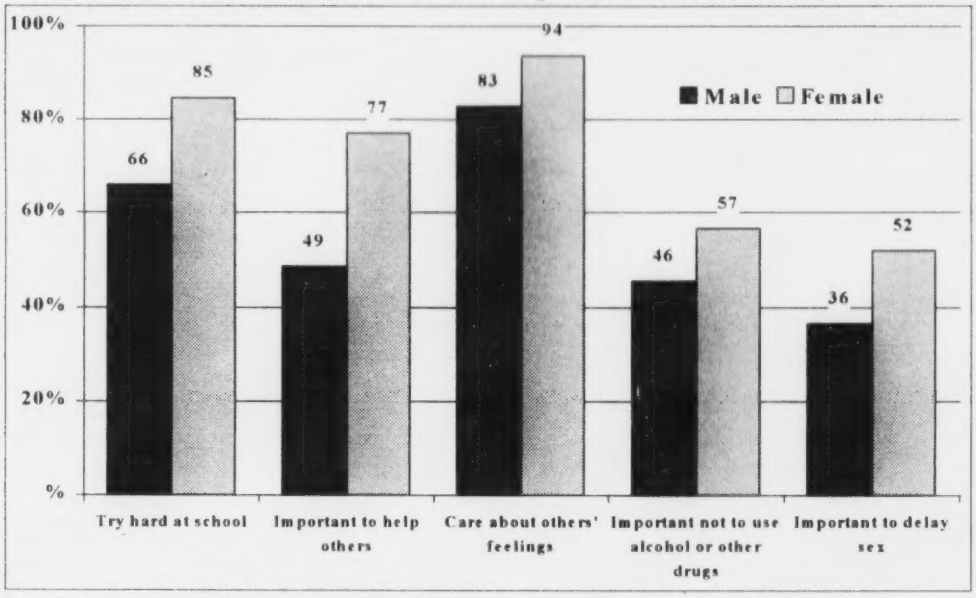
Positive Values

Students were asked a series of five questions about their positive values regarding themselves, others, their work, and their future[5]. Three-quarters of all students said that they try hard to do their best at school (see Figure 3). Six out of ten said that it was important to them to help other people. Almost nine out of ten said that they cared about other people's feelings. Over half said that it was important for them not to use alcohol or other drugs. Forty-four percent said that it was important for them to delay having sexual intercourse until they were married, engaged or an adult in a long-term committed relationship.

Figure 3. Positive Values.
Percentage of all students who "strongly agreed" or "agreed" to questions about values by gender and percentage of all students who said that it is important to them to delay sexual intercourse until marriage, engagement or until they are an adult in a long-term committed relationship.

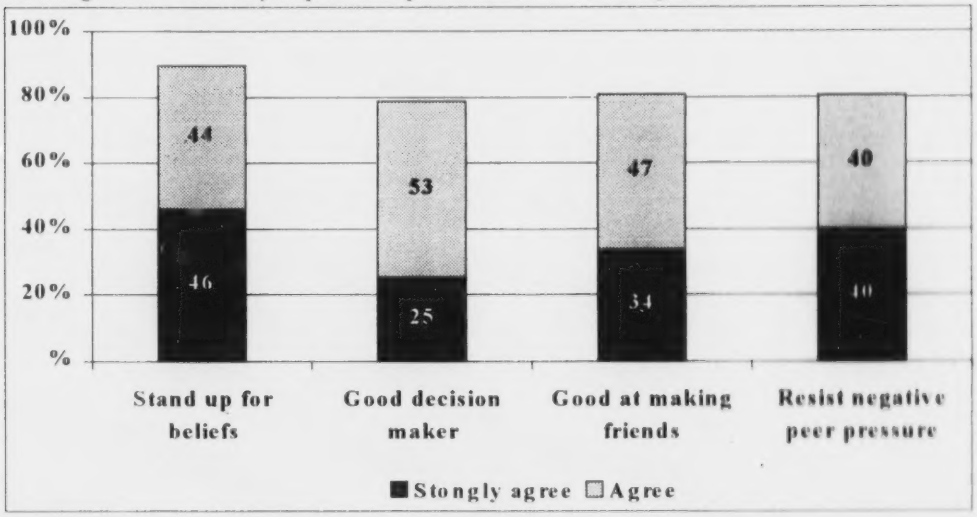


[5] Each question except for the one about the importance of helping others was asked as a five point Likert scale question with possible responses including: strongly agree, somewhat agree, not sure, somewhat disagree, and strongly disagree. Reported statistics are the combined responses to "strongly" and "somewhat" agree. The importance of helping others used a four-point scale ranging from "not important" to "extremely important". Reported statistics are the combined responses to "quite" and "extremely" important.

Social Competencies

Students were asked four questions about their social competencies (see Figure 4). Ninety percent said that they stand up for their beliefs. Seventy-eight percent thought that they were good at making decisions and following through on them. Eighty-one percent said that they were good at making friends. Almost the same percentage said that they could resist negative peer pressure and dangerous situations.

Figure 4. Social Competencies.
Percentage of all students by responses to questions about social competencies.



Grades

Students were asked what best describes their grades. Forty-nine percent of students described their grades as mostly A's or about half A's and B's. These two responses were considered to represent protective factors of school success.

Trends

SOCIAL SUPPORT. There were no significant differences between 1997 and 1999[6] among those students who said that their families give them love and support and among those who had two or more adults from whom they could seek help. There was a significant decrease, however, among those who reported that their teachers really care about them and give them help. Fifty-two percent agreed with this statement in 1997 compared to 47 percent in 1999.

[6] No asset questions were asked in 1993.

EXPECTATIONS.[7] There were no significant differences between 1997 and 1999 among those students who reported that their parents ask where they are going and with whom they will be or among those who reported that their parents have clear rules and standards for their behavior.

POSITIVE VALUES.[8] There were no significant differences between 1997 and 1999 among those students who reported that they try hard at school or who report that they care about other people's feelings. Students in 1999 were significantly less likely to report that it is important to them to help other people with the percentage dropping from 67 percent to 62 percent.

SOCIAL COMPETENCIES.[9] There were no significant differences between 1997 and 1999 among those students who reported that they stand up for their beliefs or who reported that they are good at making decisions and following through on them.

GRADES. No trend analysis is possible as this question was not asked before 1999.

Comparisons by Demographic Groups

Gender

SOCIAL SUPPORT. There were no differences between male and female students in feeling that their families loved and supported them or who thought that their teachers cared about and encouraged them. However, male students were nearly twice as likely as female students to say that they had no adults from which they would feel comfortable seeking help (18 percent compared to 10 percent).

EXPECTATIONS. Female students are significantly more likely than male students to report that their parents ask where they are going and who they will be with "all the time" or "most of the time" (87 percent compared to 80 percent). Female students were also slightly more likely to say that their parents had clear rules and standards for their behavior (78 percent compared to 76 percent). Male students, on the other hand, were more likely to say that their school has clear rules and consequences for their behavior (80 percent compared to 77 percent).

POSITIVE VALUES. Female students were significantly more likely to say that they tried hard to do their best at school (85 percent compared to 66 percent), that it was important to help others (77 percent compared to 49 percent), and that they cared about people's feelings (94 percent compared to 83 percent). Female students were more likely to say that it was important to them to delay having sexual intercourse until marriage, engagement or an adult in a long-term committed relationship (52 percent compared to 36 percent). They were also more likely to say that it was important for them to not use alcohol or other drugs than male students were (57 percent compared to 46 percent).

SOCIAL COMPETENCIES. Female students were more likely than male students to report that they could resist negative peer pressure (82 percent compared to 79 percent). Female students were also slightly more likely to say that they are good at making friends, however this differences was not statistically significant. There was no difference between male and female students in the percentage who said they that they were good at making and following through on decisions or between those who said that they stood up for what they believed in.

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[7] Students were not asked about school rules in 1997.

[8] Students were not asked about abstaining from sex or the importance of not using drugs in 1997.

[9] Students were not asked about their ability to make friends or their ability to resist negative peer pressure and dangerous situation in 1997.

GRADES. Female students were significantly more likely to describe their grades as mostly A's or about half A's and B's than male students were (58 percent compared to 40 percent).

Grade

SOCIAL SUPPORT. There are no significant differences between the grades in the percentage who feel their families love and support them, the number of other adults they feel they can turn to, or in the percentage that feel their teachers really care for and encourage them.

EXPECTATIONS. As grade level increases, there is a tendency for fewer students to report that their parents ask where they are going and who they will be with. Likewise there is a slight decrease among those who say that their school has clear rules and consequences for their behavior. There is no difference, however, in the percentage who say their parents have clear rules and standards.

POSITIVE VALUES. There is a slight decrease in the percentage of students who said they try hard to do their best at school between ninth and twelfth grades. At the same time, there is a steady increase in the percentage that say that it is important to help other people with the exception of eleventh grade students who reported the lowest level of this value. There is no significant difference in the percentage of students in each grade who said that they cared about people's feelings. There is a significant decrease by grade among those who say that it was important to delay having sexual intercourse until married, engaged or are an adult in a long-term committed relationship. Twenty six percent of ninth grade students say this compared to seventeen percent of twelfth grade students. The same trend is true for those who say that it is important to not use alcohol or other drugs. Sixty percent of ninth grade students report this compared to 45 percent of eleventh and 46 percent of twelfth grade students. This difference is statistically significant.

SOCIAL COMPETENCIES. There is no significant difference between the grades in those who reported that they stood up for their beliefs, felt they were good at making and following through on decisions or who felt that they were good at making friends. There is a steady increase in the percentage who say that they can resist negative peer pressure with the exception of eleventh grade students who reported the lowest level of this value.

GRADES. There was no significant difference between the ninth through twelfth grade students in how they described their grades.

Asset Indices

Four indices were constructed to provide an overview of protective assets. Indices were created to measure the overall number of protective assets in each of the four areas described above: social support, expectations, positive values and social competencies[10].

Social Support

The social support index aggregated three variables including: having a loving and supportive family, having caring and supportive teachers, and having two or more adults other than parents that the student can turn to for help.

The asset index ranged from zero to three. Students averaged 2.1 assets. Three percent reported zero assets. Eighteen percent reported one asset, 41 percent reported two assets, and 37 percent

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[10] Students were considered to have each asset if they either "strongly agreed" or "agreed" with the statement with the exception of having adults other than their parents that they could turn to. For that question, students were considered to have the asset if they indicated tow or more. Indices were then created by adding together the number of assets for each student.

reported three assets. Female students reported slightly more assets than male students. There were no significant differences among the grade levels.

Expectations

The expectations index aggregated three assets including: having clearly defined rules and expectations from parents, having a school with clearly defined rules, and having parents who "always" or "usually" ask where the student is going and who they will be with.

The asset index ranged from zero to three. Students averaged 2.4 assets. Five percent reported zero assets. Eleven percent reported one asset, 28 percent reported two assets, and 56 percent reported three assets. There was no significant difference between the genders or among the grades.

Positive Values

The positive values index aggregated five variables: trying hard at school, the importance of helping others, caring about other people's feelings, the importance of not using alcohol or other drugs, and the importance of delaying sexual activity until marriage, engagement or they are an adult in a long-term committed relationship.

The beliefs index ranged from zero to five. Students averaged 2.9 positive beliefs. Less than one percent reported zero positive values. Eleven percent reported one value, 24 percent reported two, 29 percent reported three, 30 percent reported four and six percent reported all five. Female students reported slightly more positive beliefs than male students. Positive values declined slightly as grade increased.

Social Competencies

The social competencies index combined four abilities: having the ability to make decisions and follow through on them, standing up for one's beliefs, being good at making friends, and resisting negative peer pressure.

The social competencies index ranged from zero to four. Students averaged 3.3 competencies. Two percent reported zero competency, five percent reported one, 12 percent reported two, 24 percent reported three, and 56 percent reported all four. Female students reported slightly more competencies than male students. There were no significant differences among the grade levels.

Grades

Though only one question, self-reported grades was used as an independent measure. As such, analysis of this variable is already provided above.

Total Assets

The total asset index was computed by adding the scores of each of the 16 assets together. The total assets index ranged from one to 16. Students averaged 11.1 assets overall. Four percent reported five or fewer assets. Thirty-four percent reported six to ten assets and 62 percent reported more than 10 assets. On average, female students reported nearly one more total asset than male students. There were no significant differences among the grade levels.

The Protective Power of Assets

When assets are present, students tend to report less involvement in certain risk behaviors. Indices of risky behaviors were created[11] and the correlation between asset and risk factor indices were investigated.

A correlation analysis[12] examines the tendency for different factors to occur together. A high positive correlation between two sets of factors means that there is a high probability that if students report one set of factors they will also report the second set as well. A high negative correlation means that if a student reports a set of factors, they are less likely to report the second set of factors. The size of the correlation (from -1 to 1) indicates the size of the relationship. That is, a correlation of 1 would mean that every time the first factor is present, the second factor will be present as well. A correlation of zero means that the second factor is no more likely to be present with the first factor than it would be merely by chance.

Of the 72 pairs created by correlating asset indices with risk factor indices, 11 had strong negative correlations of –0.35 or lower and 8 had moderate negative correlations between -0.25 and –0.34 (see Table 1). An additional 27 had weak correlations between –0.15 and –0.24 There was a significant negative correlation of –0.54 between total assets and total risk factors. There were also moderate to strong negative correlations between each asset indices and total risk factors (these range from -0.25 to -0.54). In other words, as assets increased, involvement in many risky behaviors decreased significantly. The strongest negative correlations existed between assets and alcohol use, drug use, tobacco use, and vehicle safety. The weakest correlations were found with the exercise, nutrition, and dieting indices. When individual risk factor indices were examined, only positive values and grades demonstrated significant strong negative correlations.

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[11] The methodology used to create risk factor indices is described on page 68.

[12] Using a Spearman's rho correlation.

Table 1 - Risk Factor Indices and Asset Indices Correlations

	Alcohol	Nutrition	Dieting	Drugs	Exercise	Sexual Activity	Suicide	Tobacco	Vehicle Safety	Violence	Weapons	Total Risk
Social Support	-			-		-		-	-	-		- -
Expectations	-			-		-		-	-	-		- -
Positive Values	- - -			- - -		-	-	- - -	- - -	-	-	- - -
Social Competencies	-			-			-	-	-			- -
Grades	-			- -		-		- -	- -	-	-	- - -
Total Assets	- - -			- - -		- -	-	- - -	- - -	- -	-	- - -

- signifies correlations from -0.15 to –0.24
- - signifies correlations from -0.25 to -0.34
- - - signifies correlations equal to or less than -0.35

In sum, this analysis points out the powerful effect that assets can have on reducing risky behaviors. Students with multiple assets are much less likely to engage in both specific risky behaviors and in broader areas of concern such as tobacco use, alcohol use, drug use, sexual behavior, vehicle safety and violence. Given the tremendous results that preventing these risk behaviors would have on the health, education, and development of young people along with greatly reduced health care and social costs, these findings suggest that building assets provides a very sound and powerful basis for moving toward that goal.

UNINTENTIONAL INJURIES

Context

According to the most recent information available for Wisconsin (Bureau of Health Information, 1999b), unintentional injuries are the number one cause of death among people age 15 to 24, accounting for 246 deaths (46%) in 1997. Crashes that occur as the result of driving while under the influence of alcohol are a major factor in unintentional injuries. Wearing seat belts and helmets can prevent serious injuries involving motor vehicles.

Seat belt use is estimated to reduce motor vehicle fatalities by 40 to 50 percent and serious injuries by 45 to 55 percent (National Committee for Injury Prevention and Control, 1989). Similarly, unhelmeted motorcyclists are two times more likely to incur a fatal head injury and three times more likely to incur a nonfatal head injury than helmeted riders (National Highway Traffic Safety Administration, 1980). In addition, the risk of head injury for unhelmeted bicyclists is more than six and one-half times greater than for helmeted riders (Thompson, Rivara & Thompson, 1989).

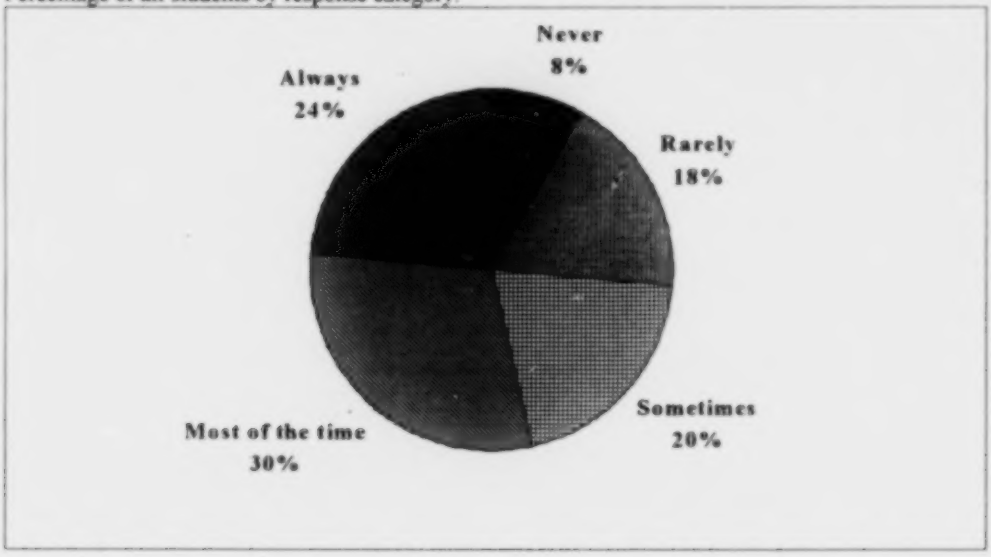
Highlights

- Thirty-eight percent of students reported riding with a driver who had been drinking at least once in the past month.
- Twenty-eight percent of high school seniors drove after drinking alcohol in the past 30 days.
- Both motorcycle and bicycle helmet use increased between 1993 and 1999.
- Male students reported higher risk behaviors than female students on every unintentional injury measure.

General Prevalence Rates

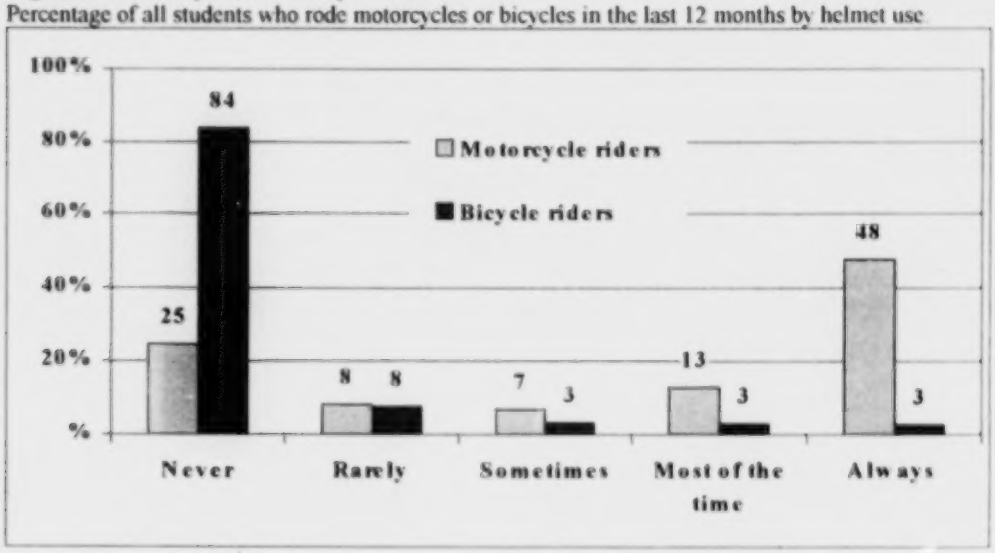
Twenty-four percent of all students said that they "always" wore their seat belts when riding in a car driven by someone else (see Figure 5). This percentage rises to 54 percent when we include those who said they wore their seat belts "most of the time". This still leaves 20 percent who said they "sometimes" and 26 percent who said they "never" or "rarely" wore a seat belt when riding in a car with another driver. By comparison, 61 percent of adults who responded to the 1997 Wisconsin Behavioral Risk Factors Survey (Bureau of Health Information, 1998) reported always wearing their seat belts.

Figure 5. Seatbelt Use
Percentage of all students by response category.



Slightly more than 30 percent of students reported riding a motorcycle in the past 12 months. Of those that rode a motorcycle, one-third said that they "never" or "rarely" wore a helmet. Nearly two thirds said they "always" or "most of the time" wore a motorcycle helmet (see Figure 6).

Figure 6. Motorcycles and Bicycle Helmet Use
Percentage of all students who rode motorcycles or bicycles in the last 12 months by helmet use



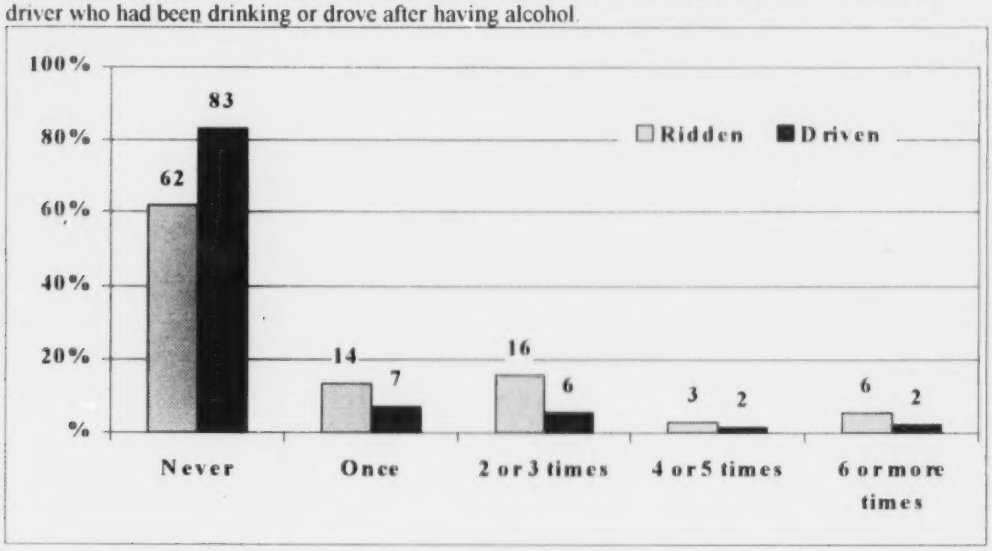
Nearly eighty percent of high school students reported riding a bicycle in the past 12 months. Of these, 92 percent said that they "never" or "rarely" wore a bicycle helmet when riding. Only five percent reported wearing a helmet "always" or "most of the time."[13]

[13] This percentage differs from Figure 6 due to rounding error.

Students were asked how many times during the past 30 days they had ridden in a car with a driver who had been drinking alcohol and had driven a car or other vehicle after they had been drinking alcohol. Thirty-nine percent reported riding with a driver who had been drinking at least once in the past month (see Figure 7). Seventeen percent said that they had driven after drinking[14]. By comparison, only about five percent of adult respondents to the 1997 Wisconsin Behavioral Risk Factors Survey reported the same behavior (Bureau of Health Information, 1998). Interestingly, juveniles only account for one percent of all arrests for driving under the influence (Wisconsin Statistical Analysis Center, 1996).

Figure 7. Drinking and Driving Frequency

Percentage of all students by the number of times in the past 30 days they had either ridden with a driver who had been drinking or drove after having alcohol.



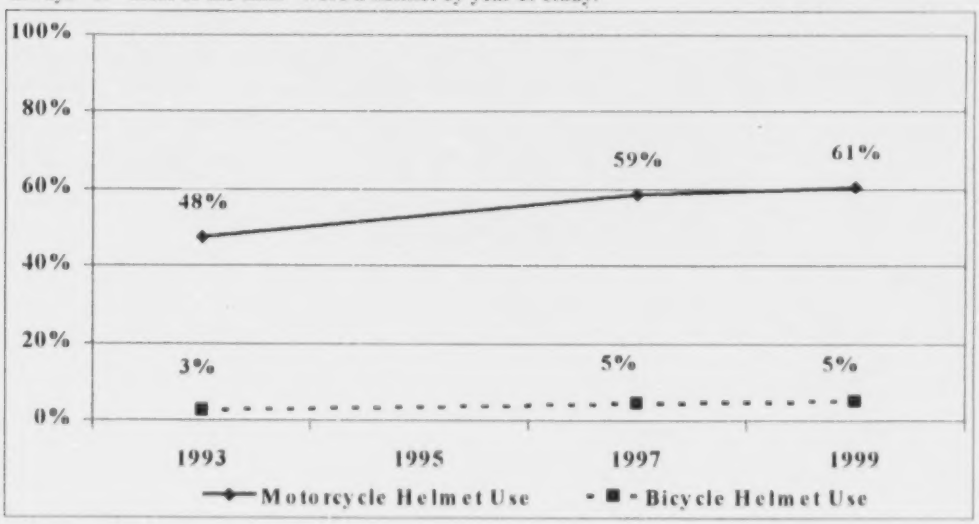
[14] It is important to note that this statistic likely underestimates the real proportion of drivers who drive after drinking since most ninth and many tenth graders cannot drive.

Trends

Though there was no significant change in reported seatbelt use between 1993 and 1999, there were significant increases in reports of helmet use over the same period (see Figure 8). The percentage of motorcycle riding students who said they wore helmets "always" or "most of the time" increased from 48 to 61 percent while the percentage who reported "never" or "rarely" using a helmet decreased by ten percent. Similarly, the percentage of students who rode bicycles who reported wearing helmets either "always" or "most of the time" increased from three percent to five percent. There were no significant differences in the percentage of students who reported riding with a driver who had been drinking or driving after having had any alcohol to drink.

Figure 8. Changes in Helmet Use: 1993-1999

Percentage of students who rode motorcycles or bicycles in the last 12 months who said that they "always" or "most of the time" wore a helmet by year of study.



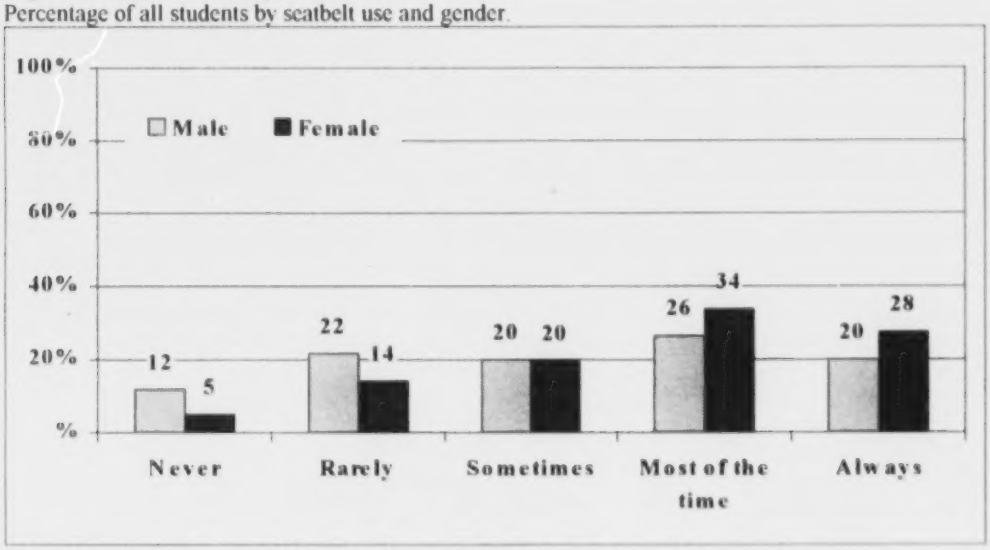
Comparisons by Demographic Groups

Gender

There were a number of significant differences between male and female students in health-risk behaviors that expose students to a greater chance of unintentional injuries. On each measure, male students were more likely to report dangerous behaviors than female students. Male students were significantly more likely to report "never" or "rarely" wearing seat belts (see Figure 9). The percentage of male student motorcycle riders reporting "never" or "rarely" wearing a motorcycle helmet was significantly higher than female student motorcycle riders[15]. Male students were also slightly more likely to say that they "never" or "rarely" wore a bicycle helmet though this difference did not achieve statistical significance. Male students were significantly more likely than female students to report both riding with a driver who had been drinking alcohol and driving after drinking.

Figure 9. Seatbelt Use by Gender

Percentage of all students by seatbelt use and gender.

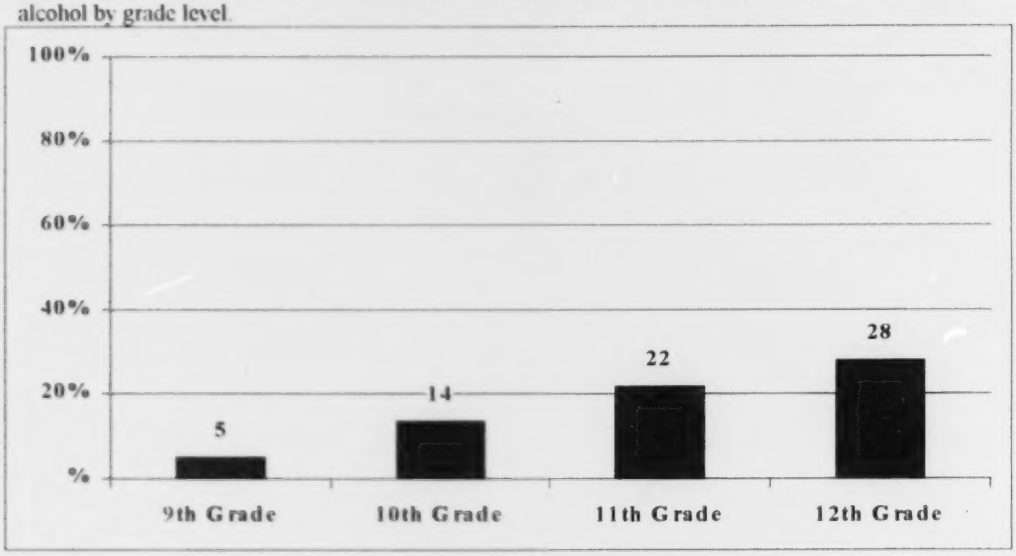


[15] Of the 419 students who reported riding a motorcycle in the past 12 months, 39 percent were female and 61 percent were male.

Grade Level

There were no significant differences in the prevalence rates of students wearing motorcycle or bicycle helmets among the different grade levels. Likewise, there was no significant difference among those who said that they had ridden with a driver who had been drinking alcohol. However, there was a significant difference in the percentage of students who reported that they had driven after drinking alcohol. The data demonstrate a steady increase in the prevalence of having driven after drinking alcohol at least once in the past 30 days between ninth and twelfth grade (see Figure 10). Only 5 percent of ninth graders reported this risk factor, while 28 percent of seniors report the same activity. Much of this difference, though, is due to the fact that most ninth graders cannot drive.

Figure 10. Drinking and Driving by Grade Level.
Percentage of students who said that they had driven at least once in the past 30 days after drinking alcohol by grade level.



WEAPONS AND VIOLENCE

Context

Concern has grown recently around juvenile violence and criminal activity. Analysis from the Wisconsin Statistical Analysis Center (Eversen, et. al., 1999) reveals that juvenile arrests rates[16] for violent offenses[17] have increased by 89 percent between 1988 and 1998. However, juvenile arrest rates for violent offenses peaked in 1994 and have decreased every year between 1994 and 1999 (Eversen, et. al., 1999). By comparison, adult arrests for the same crimes increased by 30 percent. Juvenile arrests for all crimes have grown by 61 percent, compared to 41 percent for adults, between 1988 and 1998. This rate has increased in every year but the last. This is a trend that is reflected nationally as well. The U.S. Department of Justice (1998) reports that on the national level the juvenile violent crime arrest rate in 1997 was 49 percent above the 1988 level, while the comparable adult violent crime arrest rate was 19 percent above 1988 levels. However, there is evidence that the crime rates for both populations has begun to level off in recent years. Interestingly, most parents were not worried at all about their child committing a crime and nearly all were nearly certain that their child does not break the law (Bogenschneider, Tsay & Wu, 1996).

Approximately nine out of ten homicide victims in the United States are killed with a weapon such as a gun, knife, or club. Homicide is the second leading cause of death among young adults aged 15 to 24 years and third for those aged 5 to 14 years in the United States and the leading killer of black adolescents and young adults (National Center for Health Statistics, 1999). Of the 2,100 juveniles murdered in 1997, 56% were killed with a firearm (U.S. Department of Justice, 1998). In addition, fighting is the most important antecedent behavior for a great proportion of homicides among adolescents (U.S. Department of Health and Human Services, 1990).

While violence at school continues to be a concern due to recent national events, students are much more likely to be victims of serious violent crime away from school rather than at school (Department of Education, 1998). Since 1993, the overall crime rate for students ages 12-18 declined, as did rates of crime outside of school for this group (Department of Education, 1998).

For this survey, a series of questions was asked to determine students' risk of violence or accidental injury involving weapons. A set of questions asked how often students carry weapons and whether they carry weapons onto school property. A second set of questions asked about the effects of threats of violence to the school environment including the extent to which students had been involved in physical fights.

Highlights

- The proportion of students carrying weapons on school grounds decreased significantly since 1993, from nine to six percent. This decrease is largely due to male students carrying weapons at school, which decreased from 15 to 8 percent.
- The percentage of students who reported being in a fight both anywhere and on school property decreased significantly between 1993 and 1999.

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[16] The arrest rate is the number of arrests per 100,000 residents. This proportion controls for the effects of varying populations from year to year allowing for comparison of arrests on a standardized population basis.

[17] Violent offenses are defined as murder, forcible rape, robbery, and aggravated assault

- Four percent of students reported that they had stayed home at least one day in the past 12 months because they felt unsafe either going to school or while at school.
- Students in Wisconsin are significantly less likely to report being in a physical fight on school property than the national average.
- About one in ten students reported ever being threatened because of their race. One in twenty students reported ever being threatened because someone thought they were lesbian, gay or bisexual.
- One third of all students reported being in a physical fight anywhere, while one in ten reported being in a physical fight on school property in the past 12 months. Male students had a significantly higher prevalence rate on nearly every measure of violence and weapon usage.
- Ten percent of students report ever having been verbally or physically forced to take part in sexual activity.
- About four in ten female students report ever having been sexually harassed at school.

General Prevalence Rates

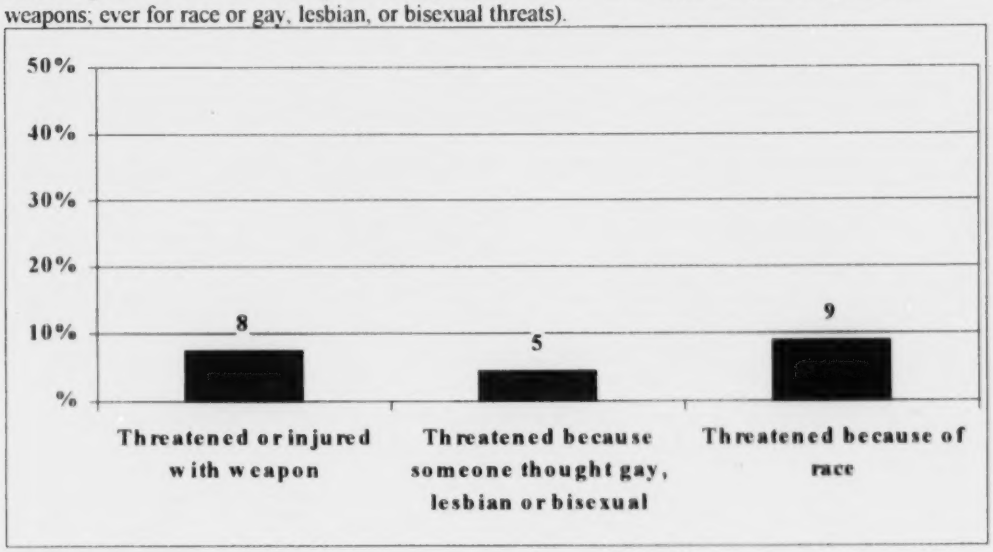
Eighteen percent of students reported carrying a weapon such as a gun, knife, or club anywhere in the past 30 days[18]. Less than half of these or eight percent of all students said that they carried a gun anywhere in the past 30 days. Six percent reported carrying a weapon on school property in the same time period. Of students who reported carrying a weapon in the past 30 days, 41 percent claimed to carry a weapon for six or more of the past 30 days, 32 percent carried them on two to five days and 27 percent carried them on only one of the past 30 days. This same pattern was also true for students carrying weapons on school property. However, of the students who carried a gun at all in the past 30 days, they seem to do so on fewer days. Twenty percent of students who reported carrying a gun at all in the past 30 days said that they had done so on six or more days in the past 30, 43 percent on two to five days, and 37 percent on only one day.

[18] The survey was conducted outside of any hunting season. Therefore students hunting could not explain reports of carrying weapons.

Eight percent of students reported either being threatened or injured with a weapon on school property within the past 12 months (see Figure 11). Four percent said that they had stayed home at least one day in the past 12 months because they felt unsafe either going to school or while at school. Over half of those who had been threatened reported that this had occurred only once while slightly over a quarter reported that this had happened twice or three times. Over one-quarter of all students reported ever being sexually harassed at their school[19]. Nine percent reported having ever been threatened or hurt because of their race. Five percent of students reported having ever been threatened or hurt because someone thought they were gay, lesbian, or bisexual. In general, over half of all students said that they "always" felt safe from physical harm at school, while an additional 42 percent said they "usually" felt safe. Only four percent of students said that they usually did not feel safe at school (see Figure 12). An even larger percentage of students said that they felt safe on their way to and from school. Nearly two-thirds said that they "always" felt safe and nearly a third said that they "usually" felt safe. Again, about four percent reported feeling unsafe on their way to or from school.

Figure 11. Threats

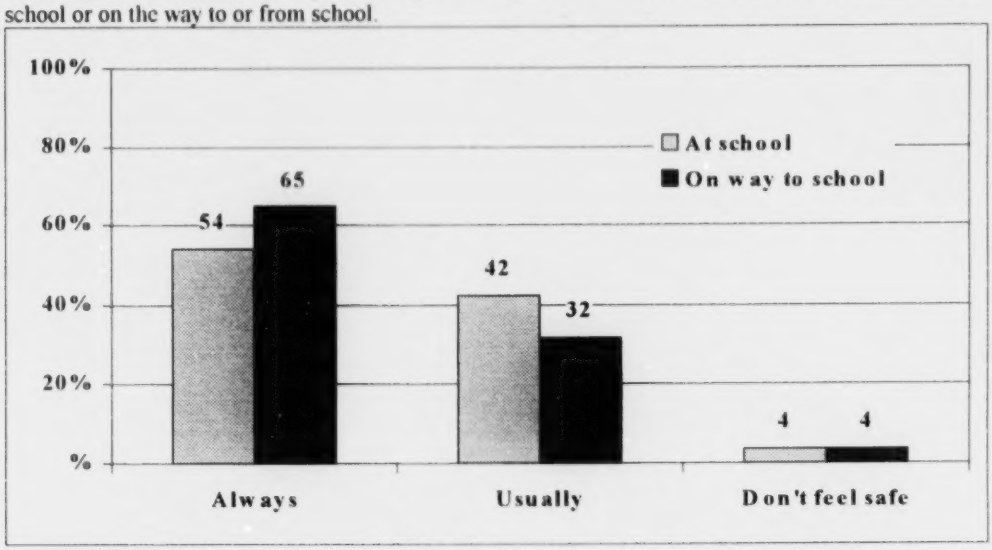
Percentage of all students who reported being threatened at least once (in the past 12 months for weapons; ever for race or gay, lesbian, or bisexual threats).



[19] Students were asked, "Have you ever been 'sexually harassed,' however you may define this, at your school?"

Figure 12. Feeling Safe

Percentage of all students by response categories to questions about feeling safe from physical harm at school or on the way to or from school.

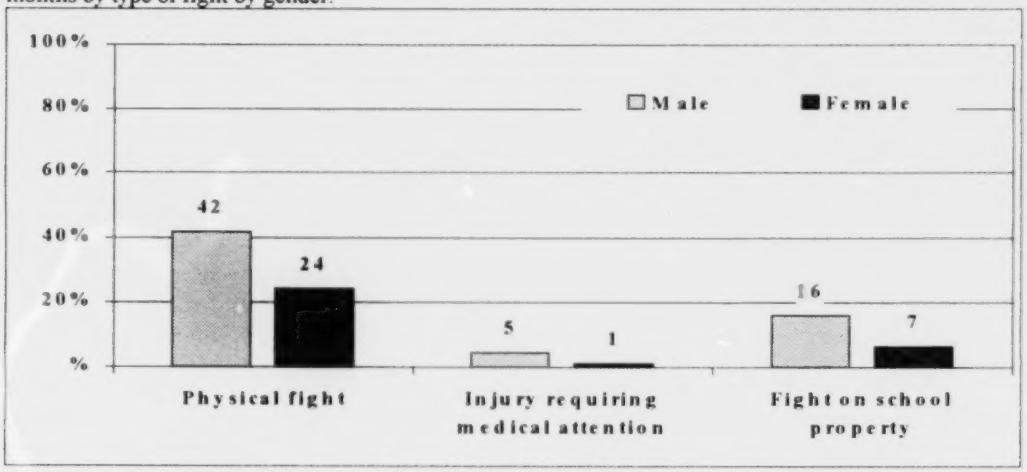


The YRBS also asked a series of questions related to sexual violence. Four percent of students reported ever having verbally or physically forced someone to have sex with them. Ten percent of students reported ever having been verbally or physically forced to take part in sexual activity.

Physical fights appear to be a somewhat common phenomena among high school aged students, though most appear to involve only minor or no injury. Thirty-three percent said that they had been involved in a physical fight at least once in the past 12 months but only three percent said that they had to be treated by a doctor or nurse after a fight (see Figure 13). Slightly less than half of the students who reported being involved in a fight had been involved in only one, while nearly a third said they had been in two or three fights. Eleven percent reported being in a fight on school property. Students were even less likely to be involved in multiple fights on school property. Students were most likely to be involved in fights with friends or family members, accounting for nearly two-thirds of the most recent fights reported by students.

Figure 13. Fighting by Gender

Percentage of all students who reported being involved in a physical fight at least once in the past 12 months by type of fight by gender.



There were significant relationships between fighting, weapons, and feelings of safety. Students who said they always felt safe at school were less likely to have been involved in any fights in the past 12 months than students who "usually" felt safe or students who usually "didn't feel safe" at school. Similarly, students who "always" or "usually" felt safe were less likely to have carried a weapon in the past 30 days. A similar pattern is found between reports of feeling safe on the way to or from school and fighting and weapons carrying.

As might be expected, there were also significant relationships between threats and feelings of safety. Students who reported feeling "always" or "usually" safe at school were significantly less likely to have reported being threatened or injured with a weapon on school property in the past 12 months. Similarly, students who felt unsafe at school were significantly more likely to have been hurt or threatened because someone thought they were gay, lesbian, or bisexual and to have been threatened or hurt because of their race. Similar patterns were found between having been threatened or injured with a weapon in the past 12 months and having been threatened or hurt because of one's race or perceived sexuality.

When 1997 National YRBS results and 1999 Wisconsin YRBS results are compared, one significant difference emerges. Students in Wisconsin are less likely to report being in a physical fight on school property one or more times during the past 12 months than the national average (11 percent compared to 15 percent).

Trends

The percentage of students carrying weapons anywhere decreased significantly from 19 percent in 1993 to 15 percent in 1997 but rose again to 18 percent in 1999. The percentage of students who reported carrying guns anywhere within the past 30 days followed a similar trend. However, the percentage of students carrying weapons on school property decreased from nine to six percent. This decrease seems largely due to decreases in the number of male students carrying weapons on school property, which decreased from 15 percent in 1993 to eight percent in 1999. The prevalence among female students remained at about three percent.

There appear to be no significant changes in the percentage of students who had been threatened or injured with a weapon on school property - eight percent in 1993, 1997 and 1999. Yet, there are some indications that violent behavior is on the decline. There was a marginally significant decrease in the percentage of students saying that they stayed home from school because they did not feel safe, decreasing from six to four percent between 1993 and 1999. The percentage of students who reported being in a fight either anywhere or on school property decreased during this same period, from 39 percent to 31 percent anywhere and from 16 percent to 11 percent at school. Of those who reported being in a physical fight, there was no significant change in the number of students who received injuries requiring medical attention as the result of fighting.

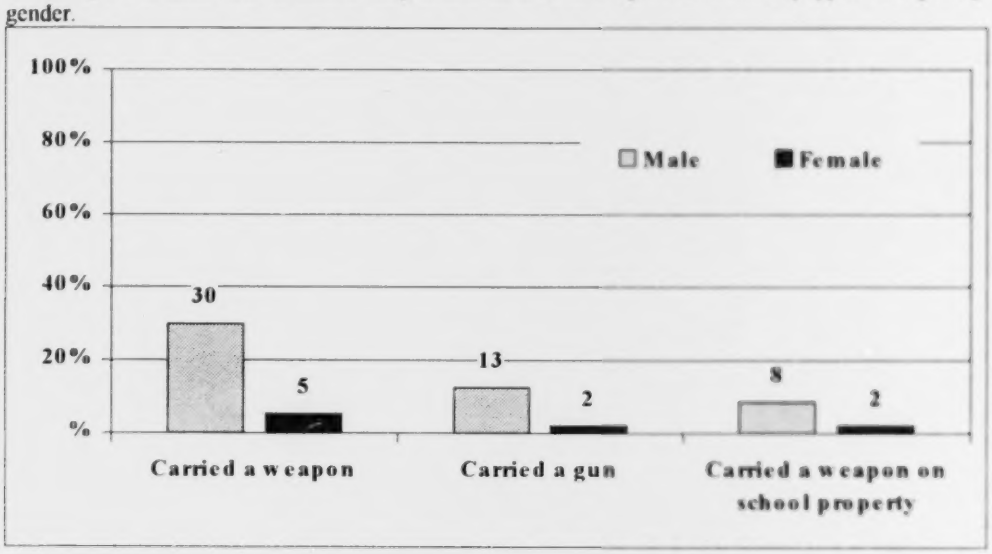
While there was no significant change among those who said that they had ever forced someone to take part in sexual activity, there was a slight decrease between 1993 and 1999 among those who said that they had been forced to take part in sexual activity, however this difference was not significant.

Comparisons by Demographic Groups

Gender

Male students had a significantly higher prevalence rate on nearly every measure of violence and weapon usage (see Figure 14). They were more likely to carry weapons both on school grounds and off, including guns. They were more likely to have been involved in a fight in the past 12 months both on school grounds and off, as well as being more likely to have needed medical treatment as the result of a fight. Male students were twice as likely as female students to report that they had been threatened or hurt because someone thought they were gay, lesbian, or bisexual.

Figure 14. Weapons Carrying by Gender
Percentage of students who carried a weapon at least once in the past 12 months by type of weapon by gender.

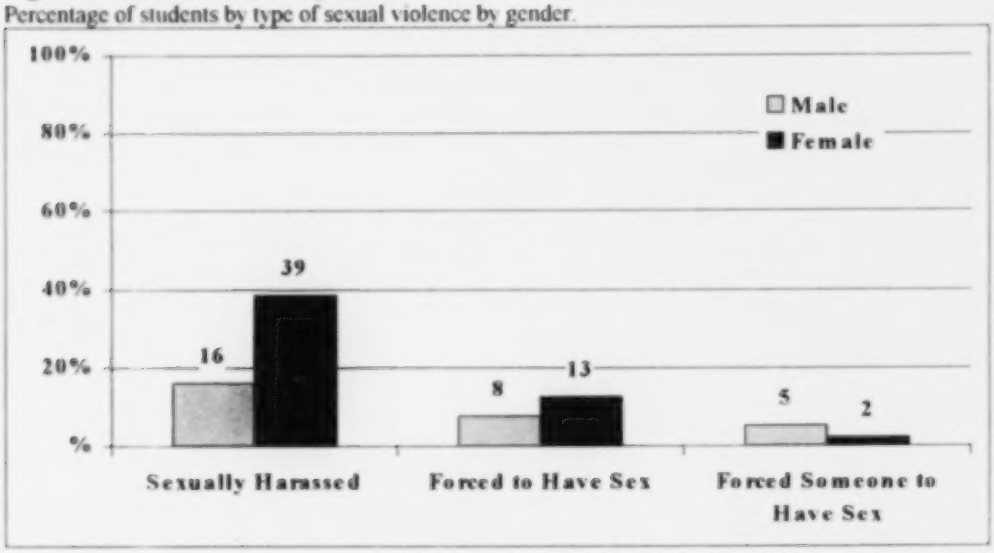


There were also important differences with whom male and female students reported fighting most recently. Most female students who reported ever having fought, reported fighting last with a family member. Nearly half of male students, on the other hand, reported fighting last with a friend or someone they knew compared to less than a third for female students.

Thirty-nine percent of female students reported having been sexually harassed at school compared to only sixteen percent of male students (see Figure 15). Female students were also significantly more likely than male students to report having been verbally or physically forced to have sex. Male students were significantly more likely to have reported ever verbally or physically forcing someone to have sex.

Figure 15. Sexual Violence by Gender

Percentage of students by type of sexual violence by gender.



Male and female students were similar, though, in their feeling of safety. Nearly identical numbers of male and female students reported staying home from school at least once because they felt unsafe. Similarly, though a slightly higher percentage of male students claim that they were threatened with or injured by a weapon on school grounds than female students, this difference did not achieve statistical significance. There was no significant difference in the percentage of male and female students who said they felt unsafe either at school or on their way to and from school.

Grade

Prevalence rates for carrying weapons (including both on and off school grounds, and for carrying guns) are nearly identical across all high school grades. However, those reporting being threatened or injured on school property decrease with grade. Likewise, ninth grade students were significantly more likely than other grades to report staying home because of feeling unsafe. As grade level increases, so do feelings of being physically safe at school and on the way to school. For example, the percentage of students who reported "always" feeling safe at school increased from 41 percent in ninth grade to 64 percent in twelfth grade. Similarly, the percentage who reported "always" feeling safe on their way to and from school increased from 56 percent in ninth grade to 74 percent in twelfth grade. There was a slight decrease in being threatened or injured at school with grade. However, there were no significant differences between grade levels in the percentage of students reporting that they were threatened or hurt because of their race or because someone thought they were gay, lesbian or bisexual.

The difference for those who report forcing someone to have sex increases slightly but significantly by grade. In ninth grade 3 percent report ever forcing someone to have sex, by twelfth grade 4 percent report ever forcing someone to have sex. The percentage of those who report having been forced by someone to take part in sexual activity also increases with grade. This measure begins

at 11 percent in the ninth grade, drops to eight percent in tenth grade, increases to nine percent in eleventh grade and then to 13 percent by the twelfth grade.

There is also a significant statistical difference in the percentage of ninth, tenth, eleventh or twelfth graders who were involved in a fight (both on and off school property) with the percentage dropping as grade level increases. For example, 43 percent of ninth graders reported fighting while 24 percent of twelfth graders reported the same. The percentage requiring medical attention as the result of fighting decreases slightly as grade increases. Especially among male students, involvement in physical fights appears to peak in ninth grade and slowly taper off through twelfth grade, especially on school property.

SUICIDE

Context

Teenage depression and suicide are areas of continuing concern for health professionals. Suicide was the second most common cause of death among 15 to 24 year-olds in Wisconsin in 1997, accounting for 100 deaths (19%). Forty-four of these deaths occurred among 15 to 19 year-olds (Bureau of Health Information, 1999b). Nationally, suicide is the third leading cause of death for persons aged 15 to 24 (National Center for Health Statistics, 1999).

The YRBS asked questions about whether students had seriously considered or attempted suicide in the past 12 months, and, if they had attempted suicide, whether those attempts resulted in injuries that required treatment by a doctor or nurse.

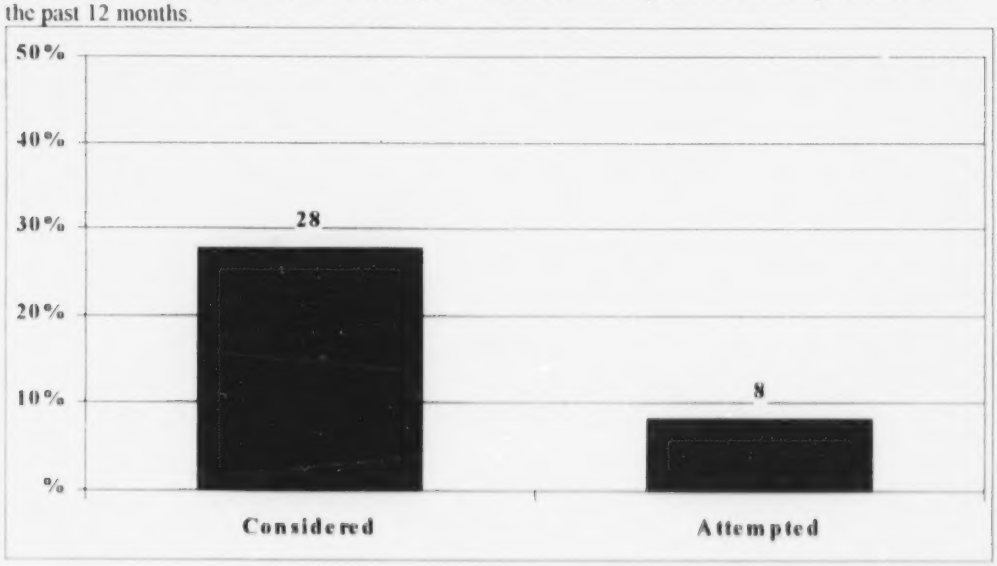
Highlights

- More than a quarter of high school students reported being depressed in the past year.
- More than a quarter of high school students seriously considered committing suicide in the past year.
- Female students are more likely than male students to have depression and to consider and attempt suicide.

General Prevalence Rates

More than a quarter of high school students reported being depressed in the past year[20]. As many students reported seriously considering suicide in the past twelve months, while eight percent reported actually attempting suicide in the same period (see Figure 16). About one-quarter of students who attempted suicide (or two percent of all students) reported that their attempt resulted in an injury that required medical attention. These percentages are similar to the rates found in the Teen Assessment Project survey (as reported in Bogenschneider, et al., 1996). This survey found that a quarter of Wisconsin seventh through twelfth graders reported having thought about killing themselves in the past month and that nearly as many had made plans to commit suicide. One in eight reported actually attempting suicide. Interestingly, most parents do not worry at all about their child considering suicide (Ibid.).

Figure 16. Suicide
Percentage of all students who had seriously considered committing suicide or attempted suicide in the past 12 months.

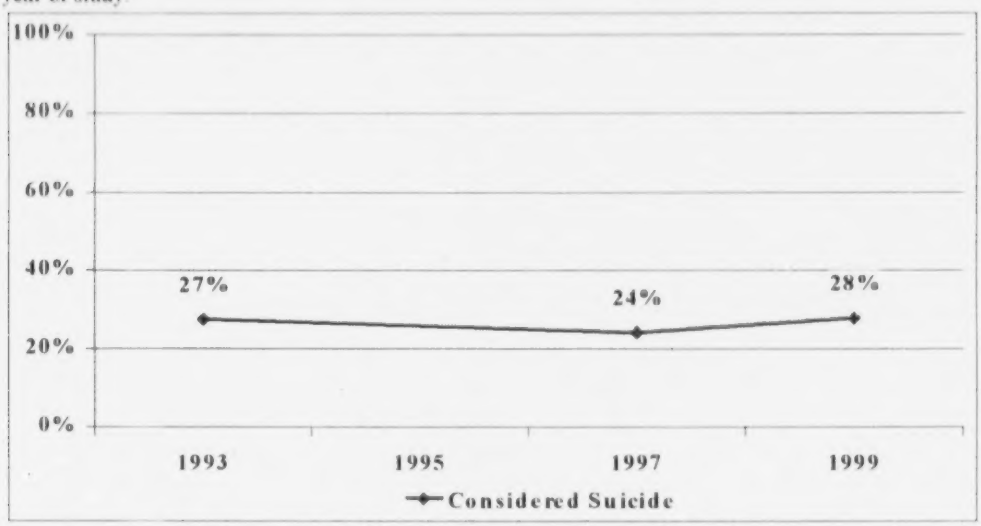


[20] Students were asked "During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?"

Trends

The percentage of students who reported seriously considering suicide dipped slightly in 1997 but increased in 1999 (see Figure 17). This difference is marginally significant. Because of changes in question wording between 1993 and 1999, no comparison of actual attempts is possible.

Figure 17. Changes in Suicide Behaviors: 1993-1999
Percentage of all students who had seriously considered committing suicide in the past 12 months by year of study.

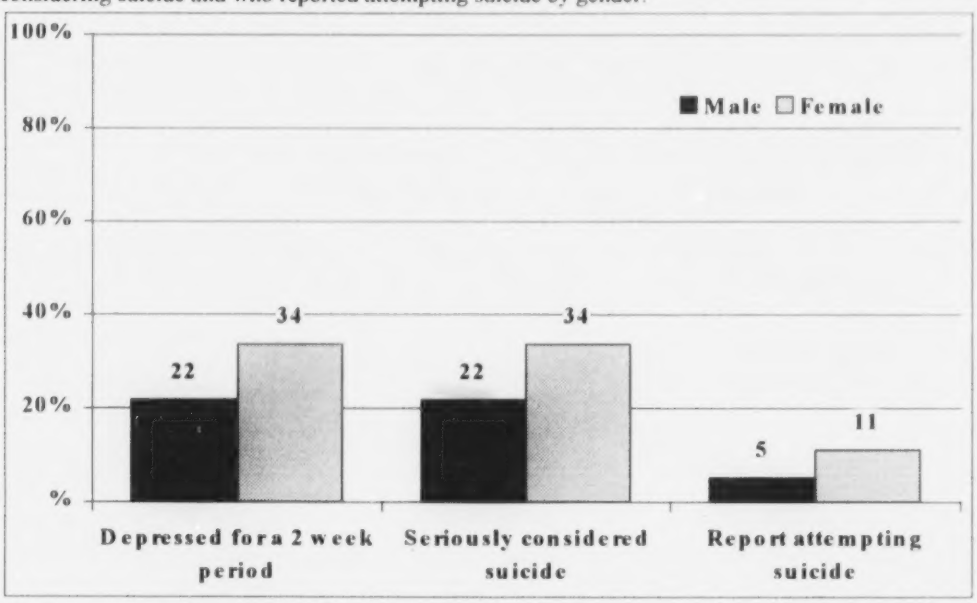


Comparisons by Demographic Groups

Gender

Female students reported higher risk behaviors than male students on every suicide measure (see Figure 18). Thirty-four percent of female students reported being depressed for a two week period compared to 22 percent of male students. 34 percent of female students and 22 percent of male students also reported seriously considering suicide. Female students were twice as likely as male students to report attempting suicide (11 percent compared to five percent). Of those who attempted to commit suicide, there was no significant difference between females and males reporting that suicide attempts resulted in an injury that required medical treatment.

Figure 18. Suicidal Behaviors by Gender.
Percentage of students who reported being depressed for a two week period, who reported seriously considering suicide and who reported attempting suicide by gender.



Grade

There were no significant differences between the grades on any measure of suicide. It does appear, however, that while not statistically significant, suicide attempts slightly decrease as grade increases. For example, ten percent of ninth grade students report at least one attempt compared to seven percent of twelfth grade students who do the same.

TOBACCO

Context

Tobacco use is the single most important preventable cause of death in the United States, accounting for one out of every six deaths. Smoking is a major risk factor for heart disease, chronic bronchitis, emphysema, and cancers of the lung, larynx, pharynx, mouth, esophagus, pancreas, and bladder. Many efforts have been made to target teens and young adults to inform them about the dangers of smoking and to keep them from starting. Similarly, new laws have been passed to make it harder for teens to get tobacco products. Despite these efforts, considerable numbers of teens still smoke or use tobacco.

The YRBS asked a series of questions about teen tobacco use, including whether students smoke, when they started and how much they smoke. The survey also asks students about the difficulties that they faced purchasing tobacco products and whether they used chewing tobacco or snuff.

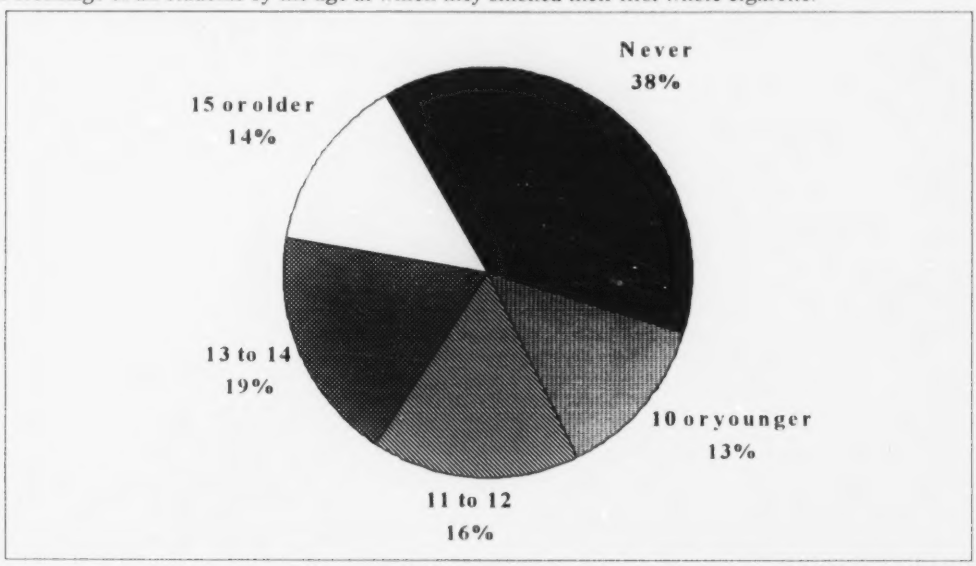
Highlights

- Thirty-eight percent of students reported smoking at least once in the past month.
- Wisconsin students who are current smokers are more likely to report smoking on 20 or more of the past 30 days than the national average.
- Incidence of current smoking increased between 1993 and 1999 from 32 percent to 38 percent.
- The percentage of students who had ever smoked who have tried to quit smoking increased substantially between 1993 and 1999.
- Having an adult smoker in the home significantly affected nearly every measure of tobacco use among high school students.
- Smoking prevalence rates increase with grade level.

General Prevalence Rates

Nearly four in ten students reported never smoking a whole cigarette in their life (see Figure 19). Of those who had ever smoked a cigarette over half had their first cigarette between the ages of 11 and 14. Thirty-eight percent of students reported smoking at least one cigarette in the past 30 days. By comparison, the 1997 Wisconsin Behavioral Risk Factor Survey classified 23 percent of adults as "current" smokers[21] (Bureau of Health Information, 1998). More than four out of ten students who reported smoking at all in the past 30 days (or 17 percent of all students), said that they had smoked every day (see Figure 20). Of those that smoked at all in the past 30 days, nearly two-thirds (or 25 percent of all students) said that they smoked five or fewer cigarettes per day[22] (see Figure 21). Sixteen percent (or six percent of all students) smoked more than a half pack of cigarettes per day. Seventeen percent reported smoking on school property at least once in the past 30 days. Over half of the students who reported ever having smoked a whole cigarette said that they had tried to quit smoking. Likewise, six in ten students who reported having smoked on at least one day in the past 30 said that they had tried to quit smoking. Interestingly, a recent study of high school parents found that nearly nine out of ten thought it was unlikely that their child smokes cigarettes (Bogenschneider, et al., 1996).

Figure 19. Age of Smoking Initiation
Percentage of all students by the age at which they smoked their first whole cigarette.



[21] Defined as those who have smoked more than 100 cigarettes in their lifetime who said they currently smoke. Care should be taken because questions from the two surveys do no match exactly.

[22] On the days when they smoked.

Figure 20. Smoking Frequency
Percentage of all students by the number of days in the past 30 on which they smoked.

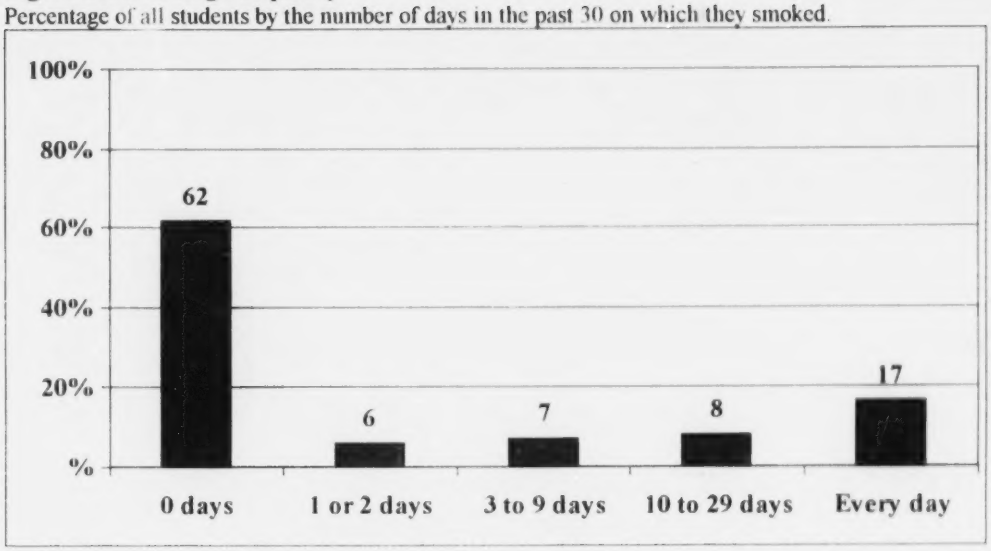
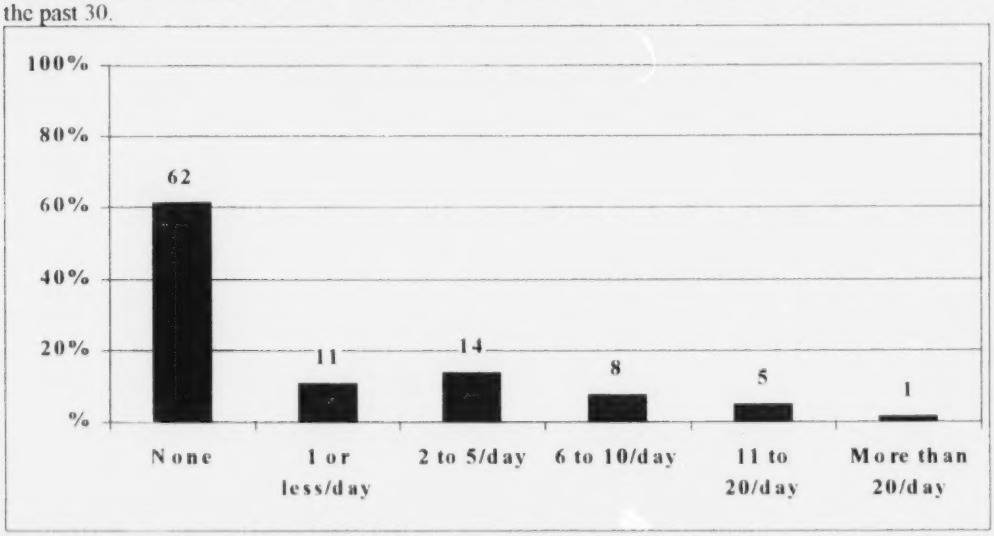


Figure 21. Smoking Volume
Percentage of all students by the number of cigarettes they smoked on the days when they smoked in the past 30.



Despite legislation making it illegal for people under 18 to purchase cigarettes, most students who smoked either had someone else buy them, bought their own cigarettes at a store or gas station, or borrowed them. Combined, these methods accounted for over four-fifths of students' cigarettes. Very few students (less than one percent) bought cigarettes from vending machines.

Eighteen percent of all students reported smoking cigars, cigarillos or little cigars in the past 30 days. Of these, 63 percent report smoking them on only one or two days of the past 30. Thirteen percent of all students used chewing tobacco or snuff in the past 30 days. Of these, half used chewing tobacco or snuff on five or fewer days during the past 30. Fifteen percent of chewing tobacco or snuff users reported using it every day in the past 30 days.

When 1997 National YRBS results and 1999 Wisconsin YRBS results are compared, two significant differences emerge. First, students in Wisconsin are more likely to report smoking cigarettes on 20 or more of the past 30 days than the national average (22 percent compared to 19 percent). Second, students in Wisconsin were much less likely to get their own cigarettes by buying them in a store or gas station than the national average (12 percent compared to 30 percent).

Trends

There is a small but statistically significant increase between 1993 and 1999 in the likelihood that students ever smoked a whole cigarette in their lives, though most of the increase is between 1997 and 1999 (see Figure 22). This percentage rose from 57 percent in 1993 to 62 percent in 1999. Likewise, there is a small but statistically significant increase in the percentage of students who said that they smoked at all in the past 30 days. This percent rose from 32 percent in 1993 to 38 percent in 1999. There was, however, a large significant increase in the number of students who had ever smoked who said that they had tried to quit smoking, from 19 to 36 percent. There were no differences in the percentage of students who had used chewing tobacco or snuff in the past 30 days.

Figure 22. Change in Smoking Behaviors: 1993-1999.
Percentage of students who reported ever smoking at least one whole cigarette in their lives or who said that they had smoked at least one cigarette in the past 30 days.

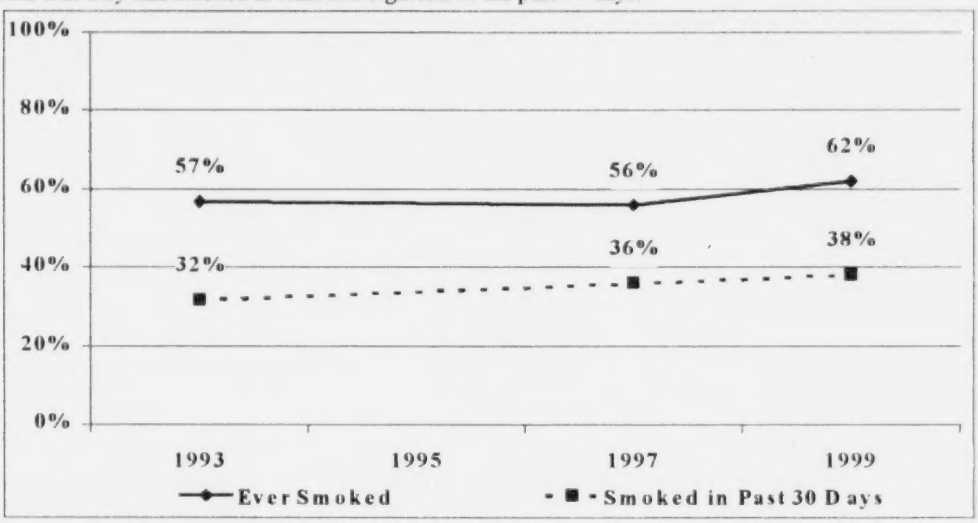
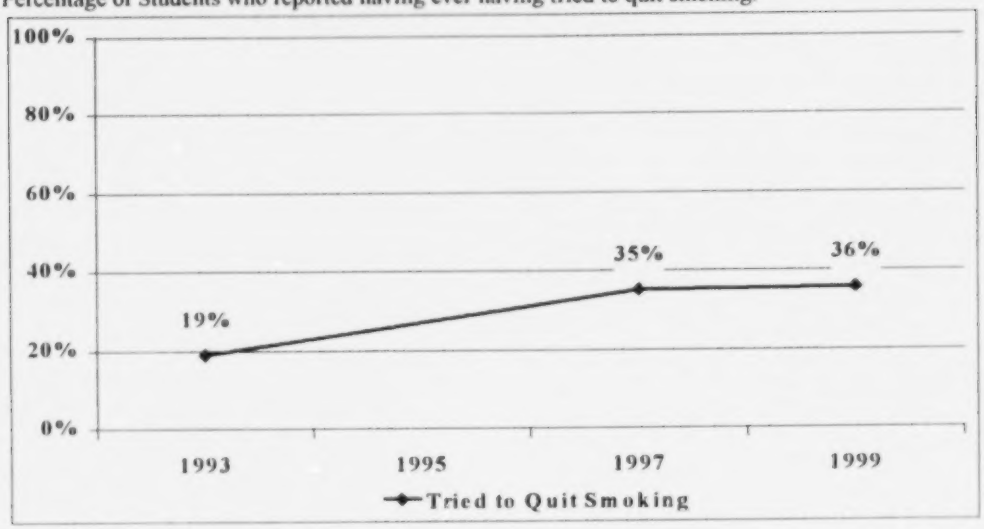


Figure 23. Change in Attempts to Quit Smoking: 1993-1999.
Percentage of Students who reported having ever having tried to quit smoking.



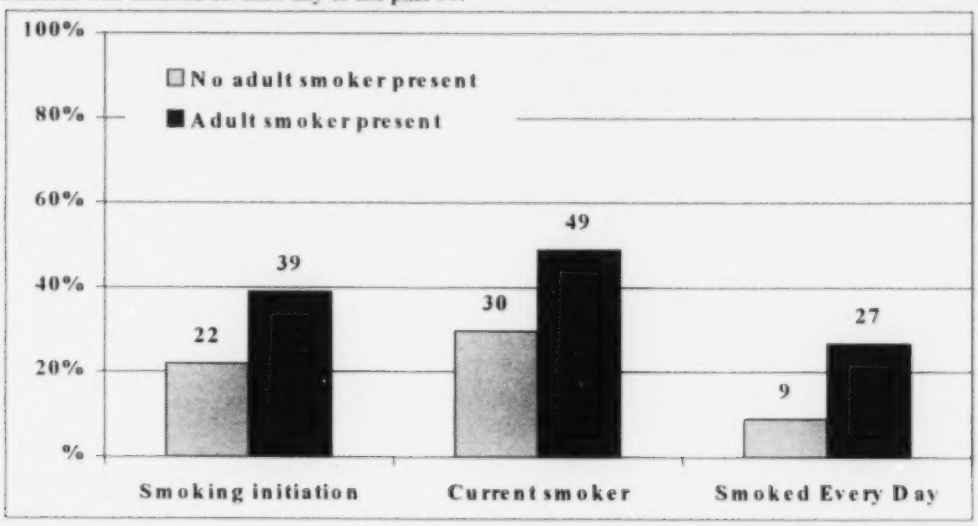
Comparisons by Demographic Groups

Adult smokers in the house

Slightly more than four out of ten students reported that at least one adult member in their household smoked. There were no significant differences in the presence of adult smokers in the household by gender of student or grade level.

Having an adult smoker in the household significantly affected nearly every measure of tobacco use among high school students (see Figure 24). Students with an adult smoker in the house were more likely to have had their first cigarette at an earlier age, to have smoked at all in the past 30 days and to have smoked on every day in the past 30 than students without an adult smoker present in the house. They were also more likely to report smoking more cigarettes on the days when they smoked and to have smoked on school property more often. Interestingly, even when the analysis is limited to students who have ever smoked a cigarette in their lives, students from homes with an adult smoker present are significantly more likely to have reported ever having tried to quit smoking than students from a home without smokers. There were, however, no significant differences in the percentage who said they had used chewing tobacco or snuff in the past 30 days or in the way students reported getting their cigarettes between these two groups of students.

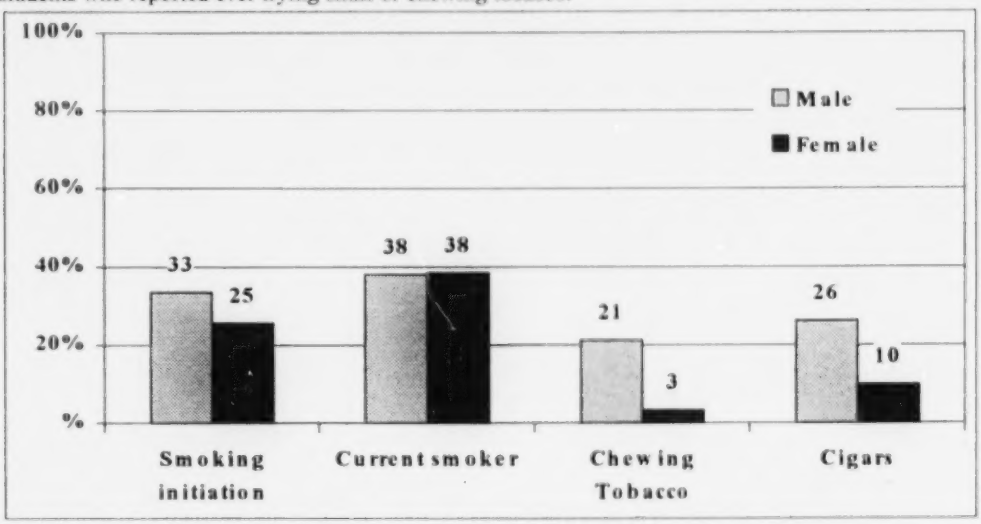
Figure 24. Effects of an Adult Smoker in the Home
Percentage of all students who reported smoking their first whole cigarette before the age of 13; percentage of all students who reported smoking on at least one day in the past 30; percentage of all students who smoked on each day of the past 30.



Gender

There are significant differences in reported smoking and tobacco use by gender (see Figure 25). Forty-one percent of female students reported never having smoked a whole cigarette compared to 36 percent of male students. Male students were also more likely to report having their first cigarette at a younger age than female students. Nearly a third of male students reported smoking their first cigarette before the age of 13 compared to one-quarter of female students. The largest percentage of both male and female students reported smoking their first cigarette between the ages of 13 and 14.

Figure 25. Tobacco Use by Gender
Percentage of all students who reported smoking their first whole cigarette before the age of 13; percentage of all students who reported smoking on at least one day in the past 30; percentage of all students who reported ever trying snuff or chewing tobacco.



However, there was no difference by gender among those who reported smoking currently. There was also no significant difference between the percentage of male and female students who said that they had smoked at least one cigarette in the past 30 days, in those who smoked on every day of the past 30, in the number of cigarettes that they had smoked per day, or in smoking on school property in the past 30 days. Male and female students were equally likely to report having tried to quit smoking. Interestingly, male students were more likely to purchase cigarettes in a store while female students were more likely to have someone else buy them.

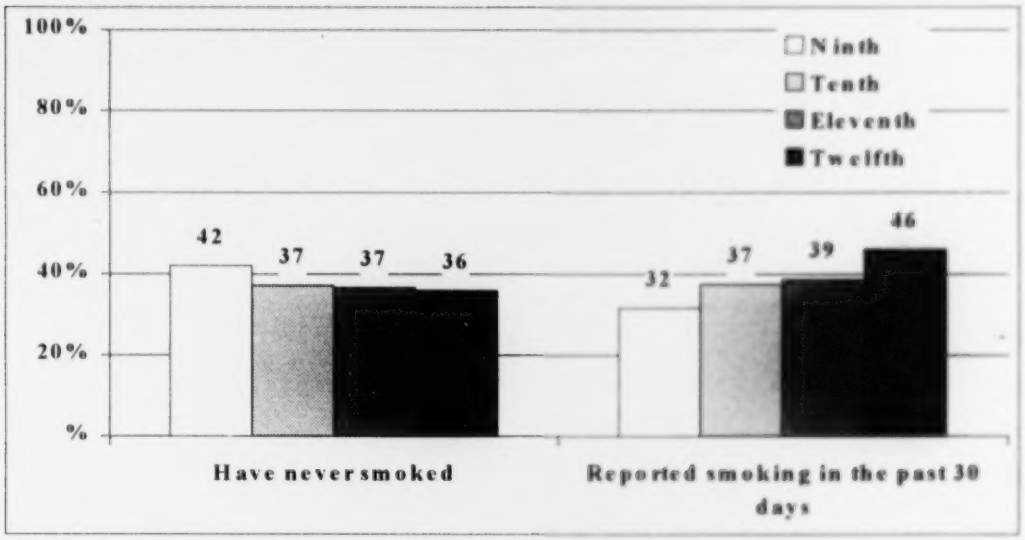
As might be expected, significant differences are apparent between male and female students in using chewing tobacco or cigars. Twenty-one percent of male students reported using loose tobacco compared to only three percent of female students. Furthermore, nearly all female students who reported any use reported using loose tobacco on only one or two days in the past 30 while less than a third of male students claim this. Nearly a quarter of male students who used any loose tobacco in the past 30 days said they used it on 20 or more days. Ten percent of female students report smoking cigars, cigarillos or little cigars in the past 30 days compared to 26 percent of male students.

Grade

As might be expected, smoking prevalence rates vary significantly by grade level. The percentage of students who have never smoked a whole cigarette steadily decreases from a high of 42 percent among ninth graders to a low of 36 percent among seniors (see Figure 26). Similarly, the percentage that reported smoking in the past 30 days increases from 32 percent among ninth graders

to 46 percent among seniors. Students in the upper grades are more likely to smoke every day. Upper class students are also more likely to smoke more cigarettes on the days they smoke. There is no significant difference in the percentage of students who claimed to have tried to stop smoking.

Figure 26. Smoking Behavior by Grade.
Percentage of all students who reported having never smoked and those who reported smoking in the past 30 days by grade.



There is a significant increase in the percent of students who say that they smoked on school property in the past 30 days. Thirteen percent of ninth grade students claim that they did this compared to 19 percent of seniors.

Students in the ninth and tenth grades are most likely to get their cigarettes by having someone else buy them for them or by borrowing them. In eleventh grade, the percentage of students buying their own cigarettes in a store or gas station increases significantly, from five percent in tenth grade, to 12 percent in eleventh, and again to 32 percent in twelfth. Correspondingly, twelfth graders are much less likely to get their cigarettes by having someone else buy them or borrowing them.

Though the percentage of female students claiming to have used chewing tobacco or snuff in the past 30 days is relatively constant over the four grade levels, the percentage for male students increases from 12 percent to 28 percent from ninth to twelfth grade (see Figure 27). The same trend is true for those who report smoking cigars, cigarillos or little cigars (see Figure 28). The percentage of female students claiming to have used cigars, cigarillos or little cigars in past thirty days is relatively constant over the four grade levels while the percentage increases from 19 percent of ninth grade to 30 percent of twelfth grade for male students.

Figure 27. Chewing Tobacco Use by Gender and Grade.
Percentage of all students who reported using chewing tobacco or snuff during the past 30 days by gender and grade.

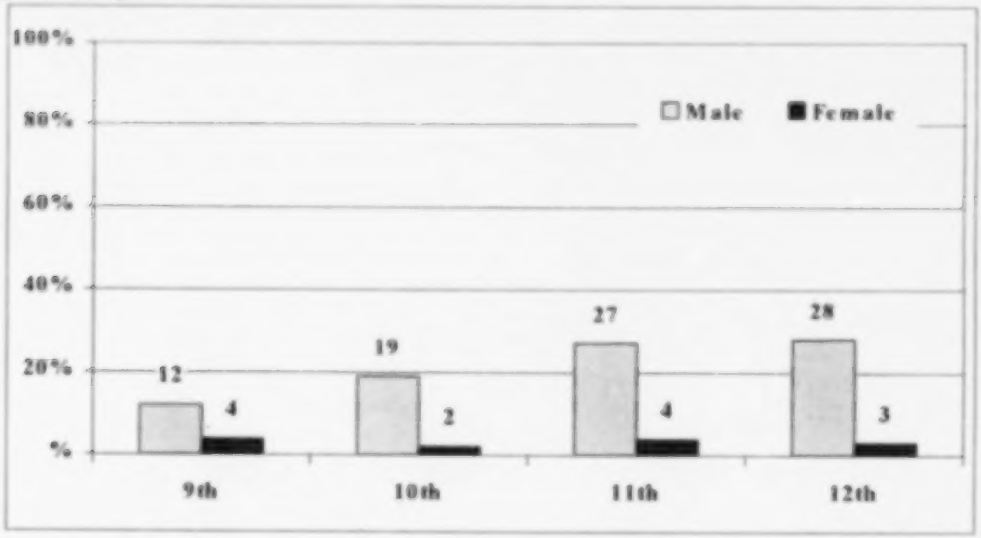
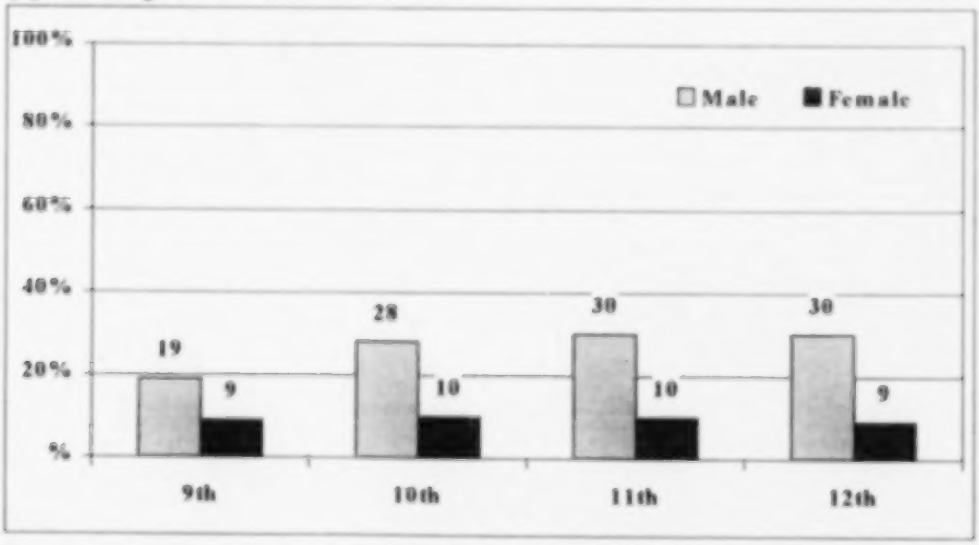


Figure 28. Cigar Use by Gender and Grade.
Percentage of all students who reported smoking cigars, cigarillos or little cigars in the past 30 days by gender and grade.



ALCOHOL AND OTHER DRUGS

Context

Many recent efforts have attempted to reduce rates of alcohol and other drug use among teens. Wisconsin parents have a tradition of accepting some level of teen drinking, but are concerned about rates of binge drinking, and drinking and driving (Pawlisch, Holloway, Thompson & Fernan, 1993). Crashes that occur as a result of driving while under the influence are a major factor in unintentional injuries (Bureau for Health Information, 1996b). However, a recent study by the UW – Extension found that eight out of ten parents still believe that it is unlikely that their child drinks with friends (Bogenschneider, et al., 1996). There is also widespread concern about the use of illegal drugs such as marijuana.

The National Household Survey on Drug Abuse, an annual survey conducted by the Substance Abuse and Mental Health Services Administration (1998), found that one in ten youths aged 12-17 in America reported current use of illicit drugs in 1998. A report by the Wisconsin Statistical Analysis Center (Eversen, et al., 1996) noted that juvenile arrests for drug offenses has steadily increased since 1990 and accounted for 22 percent of all drug violation arrests in 1995. The 2,809 juvenile arrests for the possession of marijuana "outnumbers all other juvenile drug arrests combined." At the same time, a recent survey found that nearly all of the Wisconsin parents said that it was unlikely that their child used marijuana or other drugs (Bogenschneider, et al., 1996). In addition, the juvenile arrest rate for liquor law violations was 835 per 100,000, five times higher than the national rate of 168 per 100,000.

Highlights

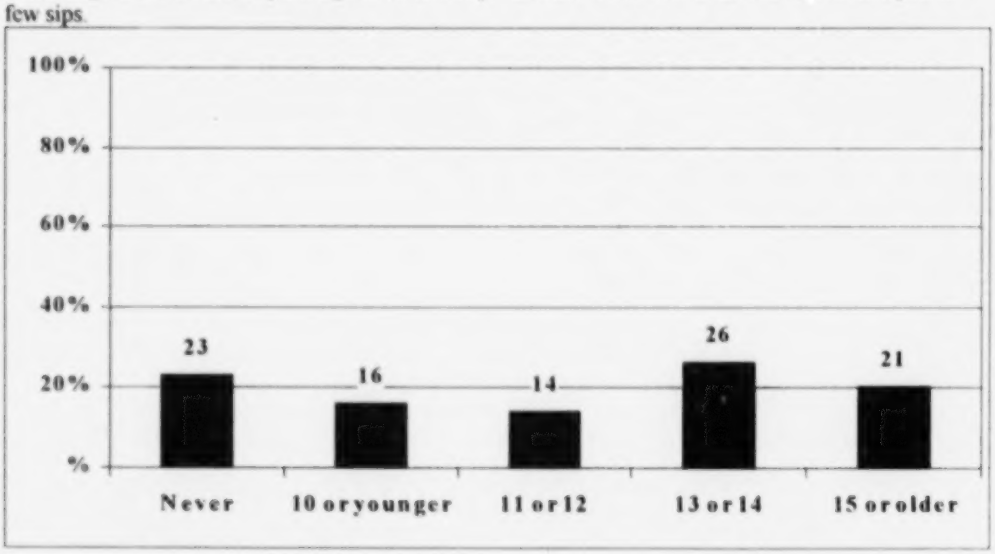
- Over half of all students reported having had at least one alcoholic beverage in the past 30 days. Very few students (four percent) reported drinking on school grounds.
- The proportion of students who reported having had five or more drinks at one time in the past month increased to 34 percent in 1999 from 29 percent in 1993. Two-thirds of students who had drunk in the past month drank five or more drinks at one time.
- There was a slight increase from 1993 to 1999 among students who said that they had never drunk alcohol from 20 percent to 23 percent.
- Male students were more frequent alcohol drinkers and were more likely to report binge drinking than female students.
- Slightly more than one-fifth of all students reported using marijuana in the past 30 days.
- Students in Wisconsin are less likely to have ever used marijuana than the national average.
- Students in 1999 were significantly more likely to have used marijuana in the past thirty days than students in 1993. This rose from 11 percent to 22 percent.
- Students in 1999 were significantly more likely to have reported using cocaine ever in their lives than students in 1993. This rose from five percent to nine percent.
- Students in 1999 were significantly more likely to have someone offer, sell or give them illegal drugs at school than students in 1993. This rose from 20 percent to 29 percent.

General Prevalence Rates

Students were asked if it is important to them not to use alcohol or other drugs. Fifty-one percent of all students said that it was important to them not to use alcohol or other drugs. Nineteen percent said that they were not sure while an additional 30 percent disagreed with the statement.

Nearly a quarter of students said they had never had a drink of alcohol[23] (see Figure 29). Thirty percent report having had their first drink of alcohol before the age of 13. Twenty-six percent of students report having had their first drink at the age of 13 or 14. Over half of all students reported having had at least one alcoholic beverage in the past 30 days and two-thirds of those reported having had five or more drinks at one time in the same time period (see Figure 30). For comparison, the 1997 Wisconsin Behavioral Risk Factor Survey found that about a quarter of adults had had five or more drinks at one time in the past 30 days. Among those students who had had any drinks in the past 30 days, over two-thirds reported drinking on five or fewer days. However, when students drink, they are likely to drink heavily. Two-thirds of students who had drunk at all in the past month drank five or more alcoholic beverages on at least one occasion (see Figure 31). This was nearly evenly divided between those who did so on one or two days (36%) and those that did so on three or more days (31%). Very few students (four percent) reported drinking any alcoholic beverages on school grounds.

Figure 29. Age of First Drink
Percentage of all students by the age at which they had their first drink of alcohol more than just a few sips.



[23] A "drink" was defined to exclude having "a few sips" of alcohol.

Figure 30. Recent Drinking

Percentage of all students who reported drinking on at least one day in the past 30, and the percentage of those who reported having five or more drinks at one time at least once in the past 30 days.

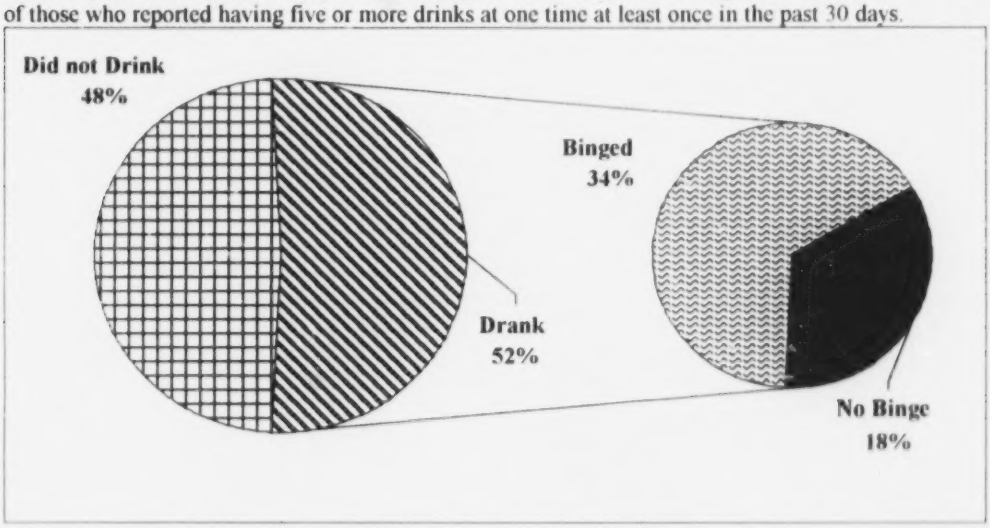
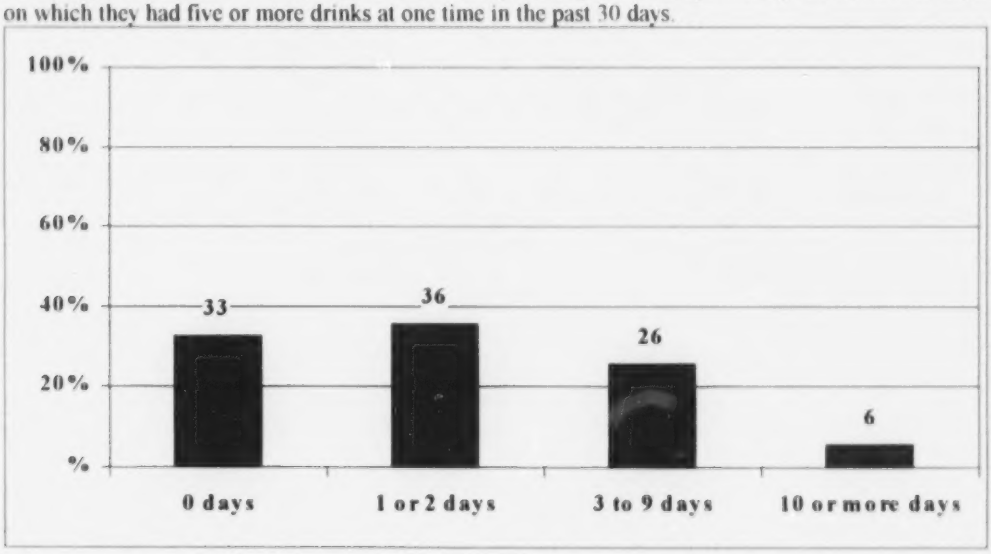


Figure 31. Binge Drinking Frequency among Current Drinkers

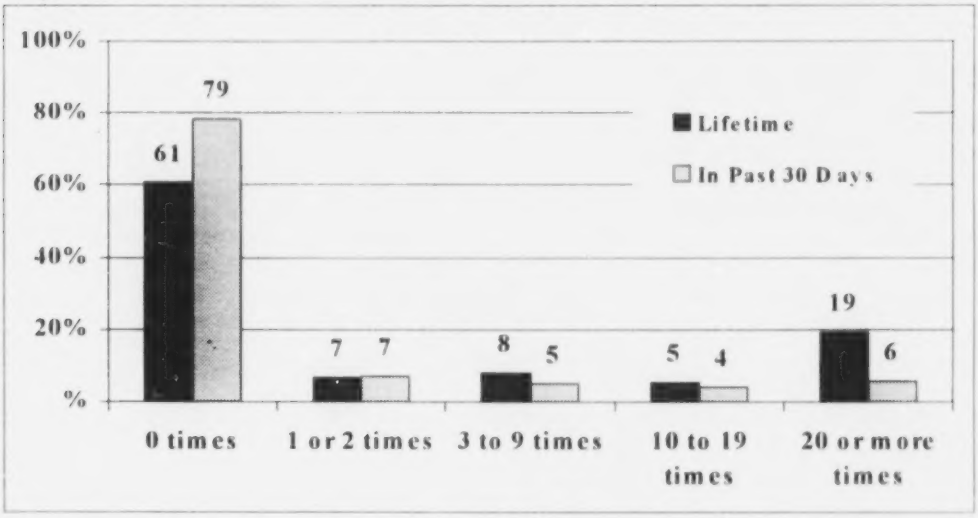
Percentage of students who drank on at least one day in the past 30 categorized by the number of days on which they had five or more drinks at one time in the past 30 days.



Nearly four in ten students said that they had ever tried marijuana (see Figure 32). Slightly more than two-thirds of those who had ever used marijuana tried it for the first time between the ages of 13 and 16. More than a third of students who have ever tried marijuana said they used it less then ten times, while half have used it 20 or more times. Slightly more than one-fifth of all students reported using marijuana at least once in the past 30 days. Of those who used any marijuana in the past 30 days, a third said that they had only used it one or two times, but nearly a quarter claimed to have used it 20 or more times. The percentage of marijuana users who said that they used marijuana on school property in the past 30 days is greater than the number who claimed to have had a drink of alcohol on school grounds in the same time period (6 versus 4 percent). About three in ten students said that someone offered, sold, or gave them illegal drugs on school property in the past 12 months.

Figure 32. Lifetime and Current Marijuana Use

Percentage of all students by the number of times in their life and in the past 30 days they have used marijuana.



A minority of students used other illegal drugs. Sixteen percent said that they had used an inhalant[24] to get high at least once in their life. Over half of the students who ever used inhalants only used them once or twice, a quarter said that they had used them between three and nine times and another quarter reported using them ten or more times. Four percent reported using inhalants in the past 30 days. Eleven percent of students reported using LSD at least once in their life though half of those said that they had used it only once or twice. Nine percent of students said that they had tried at least one form[25] of cocaine and four percent had used cocaine in the past 30 days. Nine percent of all students also reported ever using methamphetamines. Nearly half of those had only used them once or twice. Three percent of all students reported ever using heroin. Three percent of students reported taking steroids without a doctor's prescription. Two percent reported ever using a needle to inject an illegal drug into their body.

When 1997 National YRBS results and 1999 Wisconsin YRBS results are compared, two significant differences emerge. First, students in Wisconsin are less likely to report ever using marijuana than the national average (39 percent compared to 47 percent). Second, students in

[24] Including sniffing glue, the contents of aerosol spray cans, or paint.

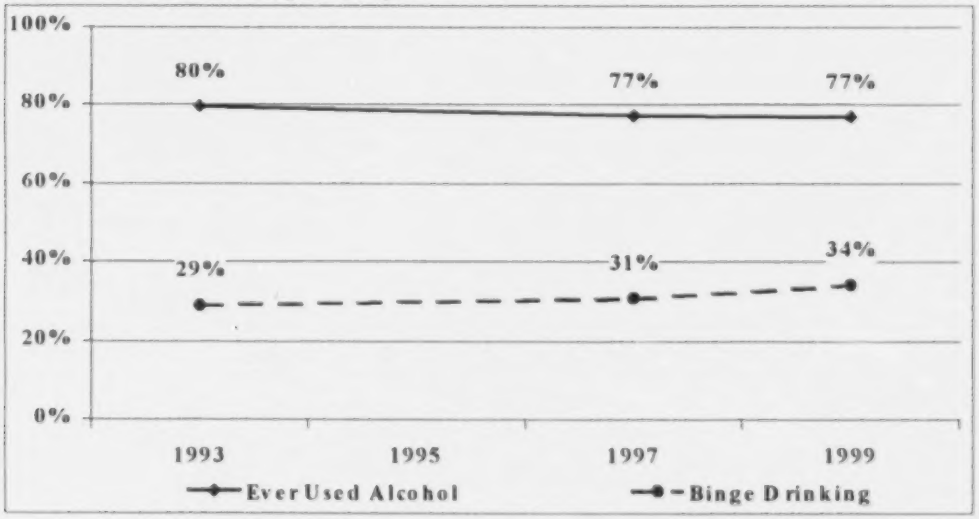
[25] Including powder, crack, or freebase.

Wisconsin were also less likely to report ever using LSD than the national average (11 percent compared to 17 percent).

Trends

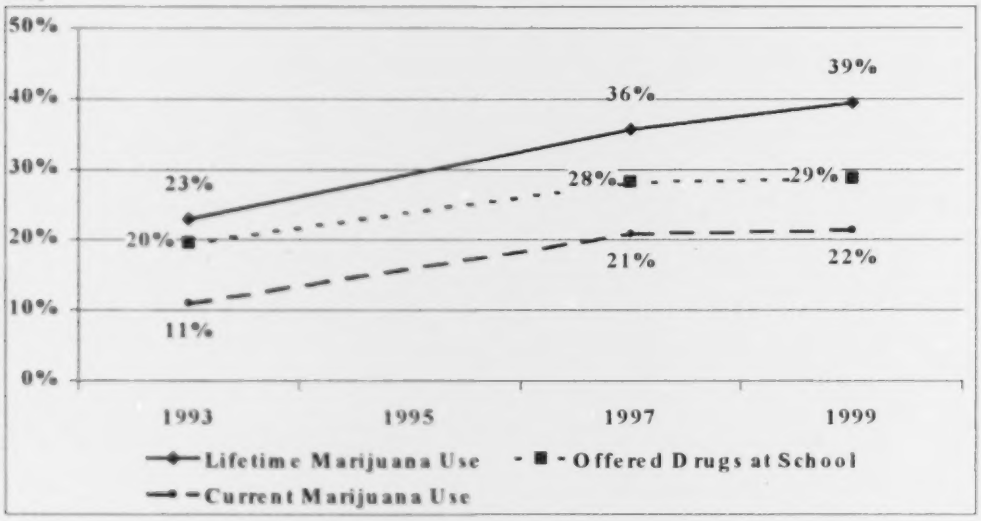
There was a slight but significant increase from 1993 to 1999 among students who said they had never drunk alcohol (see Figure 33). And, while there was no significant difference among those who stated they drank in the past 30 days there was a significant increase among students who reported binge drinking during that time. In 1993, 29 percent of all students reported having five or more drinks at one time compared to 31 percent of all students in 1997 and 34 percent of all students in 1999. There was no difference among those who said that they drank alcohol on school property.

Figure 33. Change in Alcohol Use: 1993-1999.
Percentage of all students who reported having at least one alcoholic drink in their lifetime and, of those students who reported drinking at all, those who reported that they had drank five or more drinks on one occasion in the past 30 days.



Students in 1999 were significantly more likely to have used marijuana in the past thirty days than students in 1993. This rose from 11 percent to 22 percent. There was also a significant increase in the number of times students reported having used marijuana in their life (with the percentage of students who reported using marijuana 10 or more times increasing from 11 to 25 percent) and the percentage who reported having used it ever. There was also a significant increase in the percentage of students who reported having ever used any form of cocaine. Five percent of students in 1993 said that they had ever used cocaine compared to seven percent in 1997 and nine percent in 1999. The slight increase was also apparent for those who reported using cocaine in the past month (three percent in 1993 and 1997 compared to four percent in 1999) . There were no differences in the use of inhalants, LSD or unprescribed steroids[26]. Students in 1999 were significantly more likely to have had someone offer, sell, or give them illegal drugs at school than students in 1993 (from 20 to 29 percent).

Figure 34. Change in Marijuana Use and Drug Availability: 1993-1997
Percentage of all students who had used marijuana in the past 30 days, or ever in their lives, or who had had someone offer, give, or sell them drugs on school property in the past 12 months by year of study.



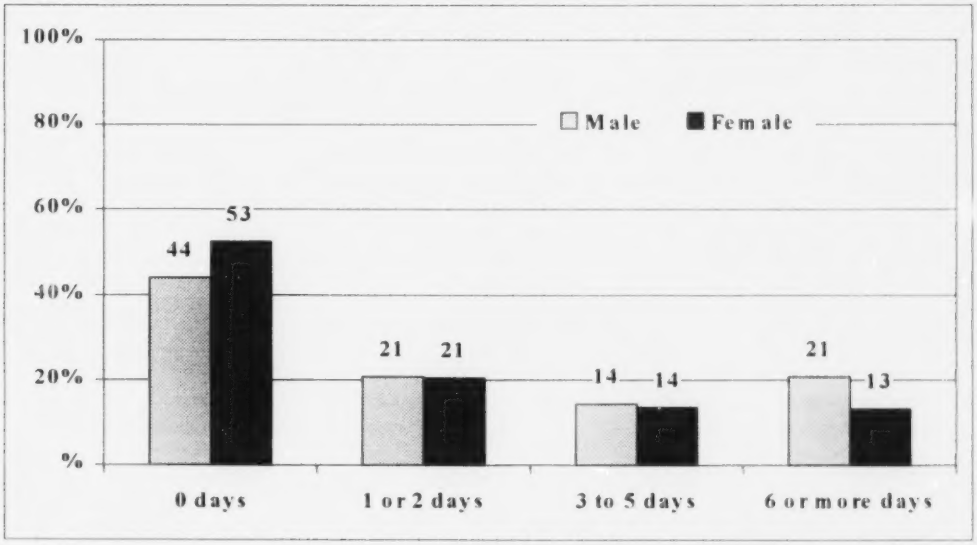
[26] Because of differences in the wording of questions between 1993 and 1997, no comparison of LSD use is possible for those years. In addition, though students appeared somewhat more likely to report having injected an illegal drug into their body, the extremely low prevalence rate makes any comparison ill advised.

Comparisons by Demographic Groups

Gender

There were many significant differences between male and female students in drug and alcohol usage. Female students (57 percent) were much more likely to report that is was important to them to not use alcohol or other drugs than male students (46 percent) were. Female students were somewhat more likely to report never having had a drink than male students. Students of both genders were most likely to start drinking between the ages of 13 or 14. There is no difference by gender in the number of occasional student drinkers[27], but male students are more likely to be frequent drinkers[28] while female students are more likely to have abstained (see Figure 35). Fifty-three percent of female students reported having no alcoholic beverages in the past 30 days, compared to only 44 percent of male students. Conversely, 21 percent of male students reported having had a drink on six or more days, compared to only 13 percent of female students. There are no significant differences between the genders in those who report drinking on school property.

Figure 35. Frequency of Drinking by Gender
Percentage of all students by the number of days in the past 30 on which they drank alcohol by gender.

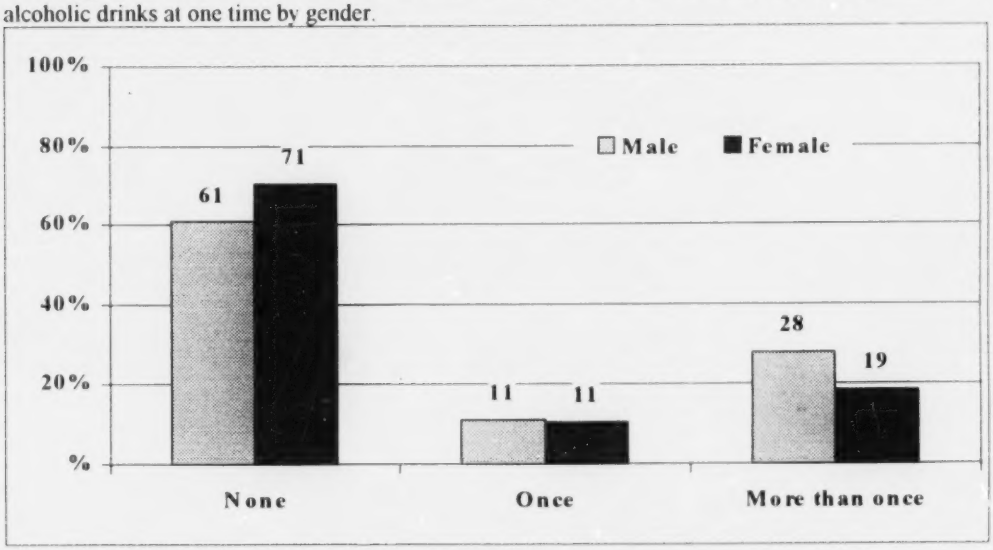


[27] Defined here as students having an alcoholic beverage on one to five days in the past 30 days.

[28] Defined here as students having an alcoholic beverage on six or more of the past 30 days.

Male students were also much more likely to report binge drinking (see Figure 36). Seventy-one percent of female students reported not having had five or more drinks at one time in the past 30 days compared to 61 percent of male students. While there is little difference in the percentage of male and female students who report binge drinking once in the past 30 days, male students were significantly more likely to report binge drinking more than once. Twenty-eight percent of male students report binge drinking more than once in the past 30 days compared to 19 percent of female students.

Figure 36. Binge Drinking by Gender
Percentage of all students by the number of times in the past 30 days when they had five or more alcoholic drinks at one time by gender.



The percentage of male students who reported ever trying marijuana is greater than the percentage of female students reporting the same. Forty-two percent of male students said that they had tried marijuana compared to 36 percent of female students. Male students were also more likely than female students to report using marijuana at a younger age. They were also more likely to report using it more often in the past 30 days. There was no difference between male and female students in the number who claimed to have used marijuana on school property in the past 30 days.

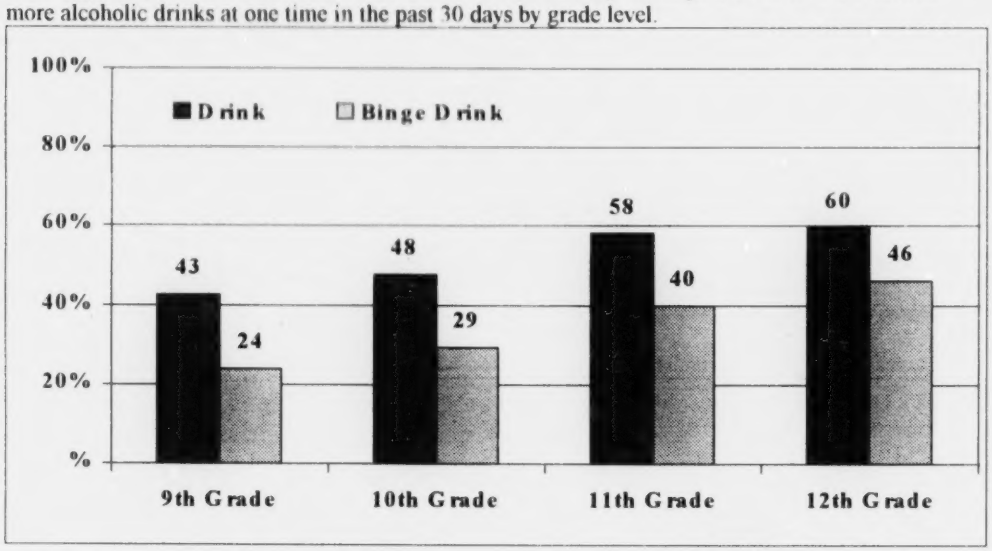
There was no significant difference in the percentage of male students and female students who said that they had used some form of cocaine ever in their lives. However, male students were more likely to say that they had used cocaine in the past 30 days. Male students were also more likely than female students to say that they had ever used heroin, LSD, or used a needle to inject an illegal drug. There was no significant difference in the percentage of male or female students who used inhalants, methamphetamines, or unprescribed steroids. Male students were, however, slightly more likely to say that they had been offered, sold or given illegal drugs on school property in the past 12 months.

Grade

The percentage of students who say that it is important for them to not use alcohol or other drugs drops significantly across the grades. While 60 percent of ninth grade students say this, only 46 percent of twelfth grade students do the same. The percentage of students who drink and the frequency of drinking significantly increases as grade level increases. Thirty-one percent of ninth graders said that they had never had an alcoholic beverage in their lives, compared to only 17 percent of seniors. Similarly, the percentage of students who reported having had at least one alcoholic beverage in the past 30 days increased from 43 percent of ninth graders to 60 percent of seniors (see Figure 37). Likewise, the percentage of students who reported binge drinking also increased from less

than a quarter of ninth graders to nearly half of all seniors. This trend is particularly striking when the analysis is limited to students who said they had had at least one drink in the past 30 days. In this case, there appears to be a greater tendency for binge drinking to occur more often as grade level increases. There is, however, no significant difference between the grades among those who say that they drank on school property.

Figure 37. Drinking and Binge Drinking by Grade Level
Percentage of all students who drank alcohol on at least one day in the past 30 or who had five or more alcoholic drinks at one time in the past 30 days by grade level.



The same pattern of increasing prevalence with increasing grade level can be seen in marijuana use. Thirty-one percent of ninth graders said they have used marijuana at least once. The prevalence rate increased to 49 percent of twelfth graders. Likewise, the percentage of students who reported using marijuana in the past 30 days increased from 20 percent in ninth grade to 26 percent in twelfth grade. There was no significant difference between the grades in those who said they used marijuana on school property in the past 30 days. Likewise, there was little difference between the grades among those who reported that someone had offered, sold, or given them drugs while on school property. One notable exception was tenth grade students who were significantly more likely than the other grades to report that they had been offered illegal drugs on school property.

The rates of ever using cocaine were relatively constant across grade level, while the rates of using cocaine in the last 30 days increased slightly by grade level. The rates of inhalant, heroin, or steroid use showed little change between the grades. Ninth grade students were significantly less likely to use methamphetamines and LSD than students in the other grades.

SEXUAL BEHAVIOR

Context

Teen sexuality is a major social concern for several reasons. First, a high number of teenage women become pregnant every year. In Wisconsin in 1997, 163 births were to teens under 15 and 2,541 were to mothers 15 to 17 years old (Bureau of Health Information, 1999a). This represents a fertility rate of 33 births per 1,000 females under the age of 17. The fertility rates among this age group have decreased annually since 1991 (Bureau of Health Information, 1999a). Early pregnancy can significantly affect the education and future opportunities of these young mothers. In addition, children of adolescent mothers are more likely to suffer from premature birth, low birth weight, physical abuse and neglect, and poor performance in school (Department of Health and Family Services, 1998).

Every year, about 3 million U.S. teenagers are infected with a sexually transmitted disease (STD) and teens account for one quarter of the 12 million STD cases estimated annually. Roughly 25 percent of sexually active adolescents become infected with an STD each year (Allan Gutmacher Institute, 1994). In Wisconsin in 1996 there were over 3500 cases of chlamydia, nearly 1,500 cases of gonorrhea, and nearly 250 cases of herpes reported by people under 20 years old (Kowalewski, 1997). High school age youth[29] have the highest STD infection rate of any age group in Wisconsin. However, there is reason for optimism. A recent report from the CDC finds that infection rates for chlamydia, gonorrhea, and syphilis significantly declined among this age group since 1990 (Division of STD Prevention, 1997). In 1996 there was also a decrease in the number of reported cases of HIV infection (14) and AIDS cases (3) among adolescents 13 to 19 years old (Wisconsin AIDS/HIV Program, 1997).

A recent Wisconsin survey found that most parents think premarital sex among teens is always or nearly always wrong (Bogenschneider, et al., 1996). Over three-quarters of parents also worry about their children being pressured into having sex but think that it is unlikely that their child is sexually active.

Highlights

- Forty-four percent of students reported that it is important to them to delay having sexual intercourse until they are married, engaged or are an adult in a long-term, committed relationship.
- Those who expressed a commitment to abstinence expressed more responsible behaviors on nearly every measure.
- Six in ten students reported never having had sexual intercourse.
- Wisconsin students were less likely to report having had sexual intercourse before the age of 13 than the national average.
- The percentage of students who reported having ever had sexual intercourse significantly decreased between 1993 and 1999 from 47 to 42 percent. However, among those who are sexually active, the percentage who reported sexual intercourse in the past three months increased from 69 to 74 percent from 1993 to 1999.

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[29] Defined as ages 15 through 19.

- Six out of ten sexually active students reported using a condom the last time they had sex. Condom use decreases as grade increases.
- Students in Wisconsin are less likely to have talked with their parents or other adults in their family about AIDS or HIV infection than the national average. The proportion of students who have talked with an adult family member about HIV and AIDS has decreased since 1993.

General Prevalence Rates

The vast majority of students reported that they received instruction at some time about AIDS and HIV infection in school (91 percent). Slightly over half reported talking with their parents or other adults in their family about AIDS and HIV infection. Interestingly, 70 percent of Wisconsin parents claimed to have talked to their child about HIV and AIDS (Bogenschneider, et al., 1996).

Students were asked if it is important to them to delay having sexual intercourse until marriage, engagement and other specific times. Twenty-two percent said that it was important to delay having sexual intercourse until marriage, 19 percent said until they are adults in a long-term committed relationship and three percent said until they are engaged. An additional twenty-three percent said that it was important to delay having sexual intercourse until they are in love. Four percent said it was important to delay having sexual intercourse until finishing high school. Twenty-nine percent said that it was not important to delay having sexual intercourse.

Four in ten students reported that they have had sexual intercourse. Over half of those who reported having sexual intercourse said that they became sexually active when they were 15 or 16 years old (see Figure 38). Of those who reported ever having had sex, nearly two-thirds (or 29 percent of all students) said that they had had sex with only one or two people. One quarter of students who had had sex (or 10 percent of all students) reported having sex with four or more people (see Figure 39). Nearly three quarters of students who reported ever having sexual intercourse (or nearly 31 percent of all students) reported having sexual intercourse in the past three months (see Figure 40).

Figure 38. Age of First Sexual Intercourse

Percentage of all students by the age at which they first had sexual intercourse.

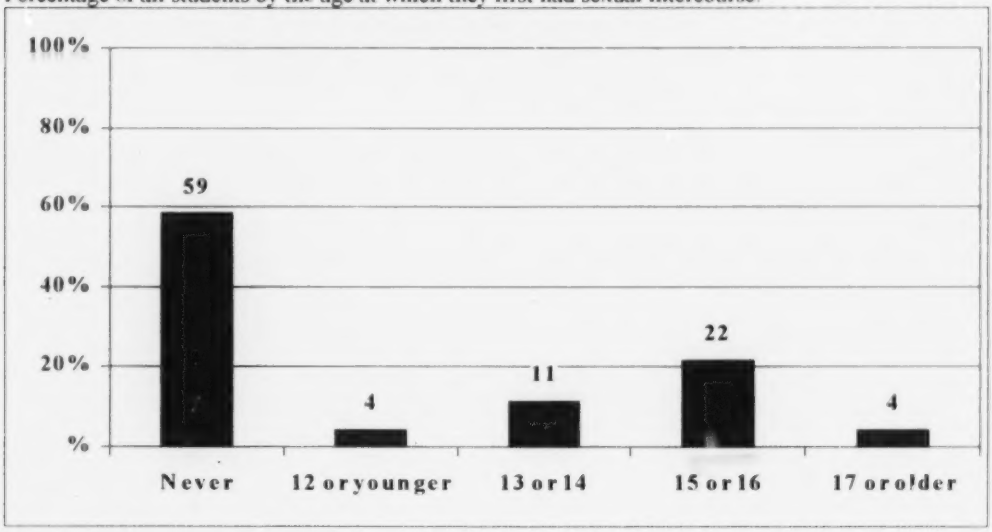


Figure 39. Number of Sexual Partners

Percentage of students by the number of sexual partners they had in their lifetime for those who had ever had sex.

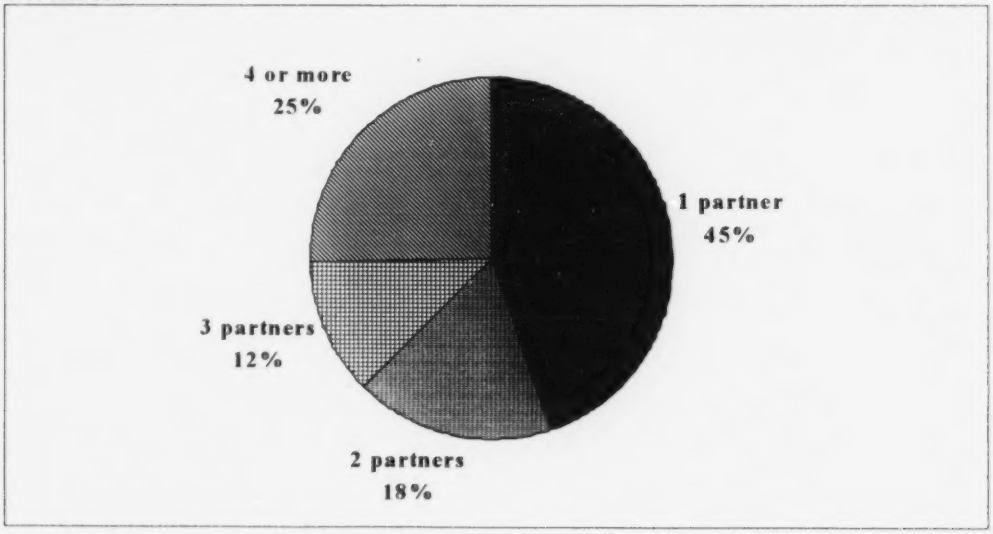
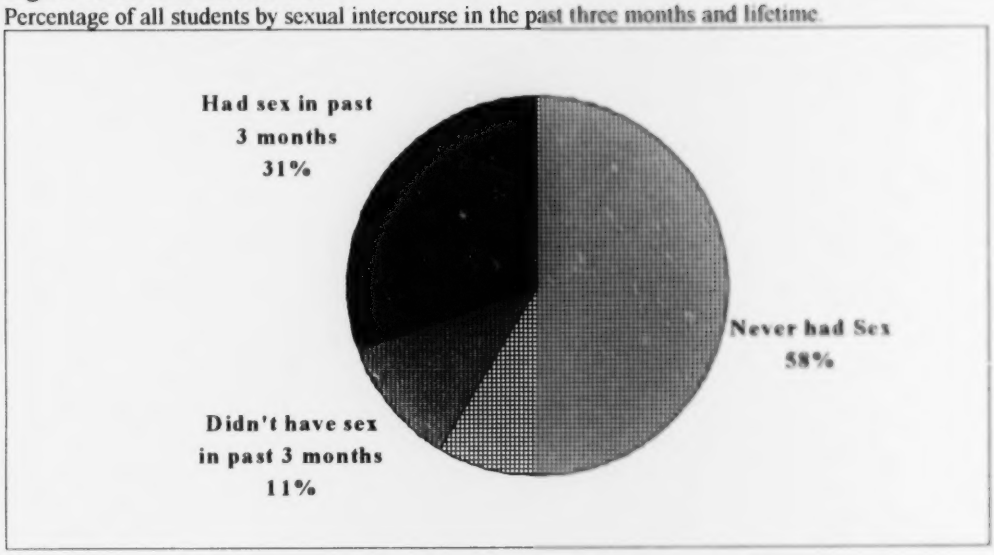


Figure 40. Sexual Intercourse

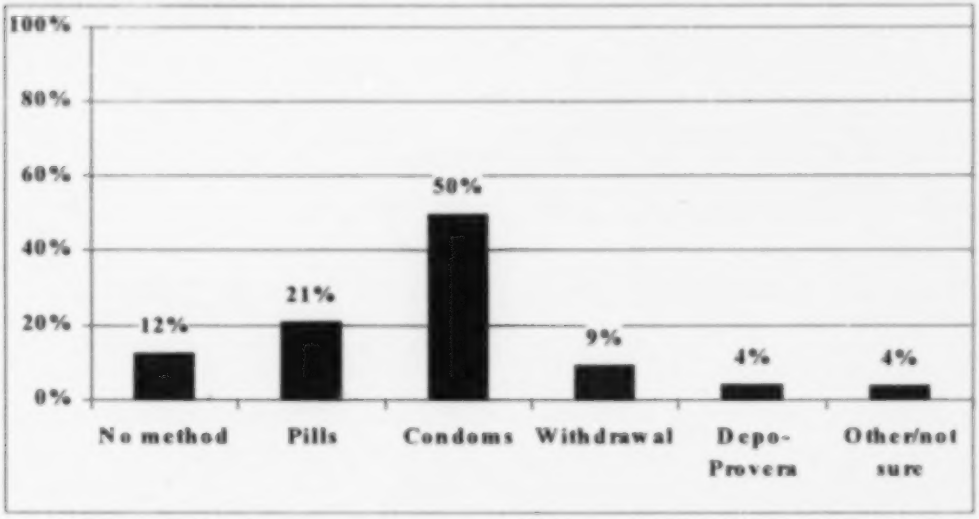
Percentage of all students by sexual intercourse in the past three months and lifetime.



Nearly a quarter of the students who reported ever having sexual intercourse said that they drank alcohol or used drugs before the last time they had sex. Six out of ten sexually active students reported that they used a condom the last time they had sex. Seven out of ten sexually active students reported using either condoms or birth control pills to prevent pregnancy the last time they had sexual intercourse[30] (see Figure 41). A quarter of sexually active students reported using no method, withdrawal or weren't sure what method was used to prevent pregnancy the last time they had sex. Six percent of all students reported having been pregnant or having gotten someone pregnant. When the analysis is limited to sexually active students, the prevalence rate rises to 16 percent.

Figure 41. Birth Control Method

Percentage of all students by the method of birth control used during their last sexual intercourse for those who had ever had sex.



When 1997 National YRBS results and 1999 Wisconsin YRBS results are compared, three significant differences emerge. First, students in Wisconsin are less likely to report having ever talked about AIDS or HIV infection with their parents or other adults in their family than the national average (54 percent compared to 63 percent). Second, students in Wisconsin were less likely to report having had sexual intercourse for the first time before the age of 13 than the national average (4 percent compared to 7 percent). Finally, students in Wisconsin were less likely than the national average to report having had sexual intercourse with four or more people during their life (10 percent compared to 16 percent).

[30] Two separate questions were asked about birth control. The first asked only about whether a condom was used at the time of their last sexual intercourse. The second asked about a wider variety of birth control methods focusing on the method used for pregnancy prevention. The difference between those who reported using a condom in the first question (60%) and those who reported using a condom in the second question (50%) is likely due to those students who used multiple birth control methods and who considered condoms secondary to other methods for pregnancy prevention.

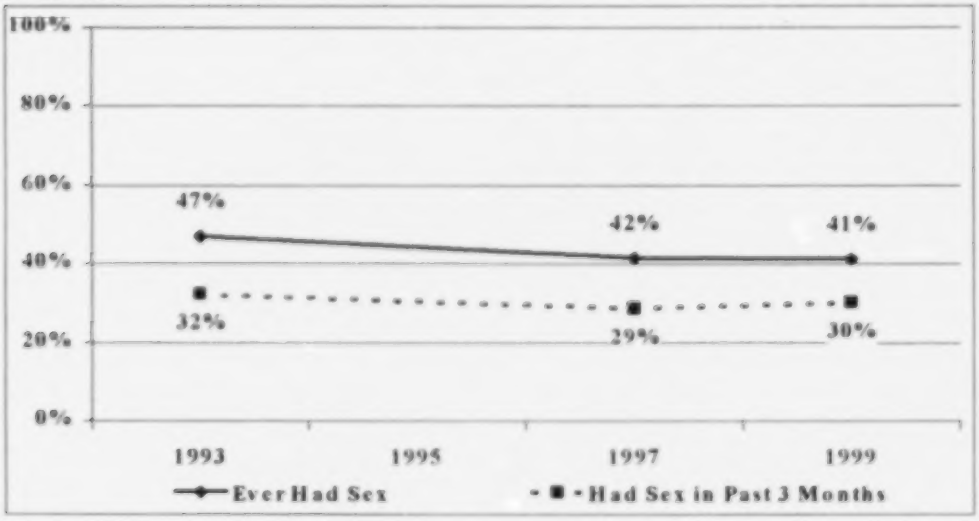
Trends

There was an increase in the percentage of students who reported ever having been taught about HIV and AIDS in school (84 to 91 percent) and a small decrease in the percentage who said they had talked about HIV and AIDS with an adult family member (58 to 54 percent) between 1993 and 1999.

The percentage of students who reported having ever had sexual intercourse significantly decreased from 47 percent in 1993 to 42 percent in 1997 and 41 percent in 1999 (see Figure 42). However, the number of sexually active students who report having had sex in the past three months increased from 69 percent in 1993 to 74 percent in 1999. The average number of partners that students report during the past three months decreased from an average of 1.6 in 1993 to 1.4 in 1999. Of those who reported having sexual intercourse, there appears to be evidence that sexually active students are waiting longer to have sex. Twenty-nine percent of students in 1993 had their first sexual intercourse when they were 16 or older compared to 37 percent of those in 1999. There also appears to be a significant trend toward fewer partners. Fifty-six percent of sexually active students report one or two partners in 1993 but this percentage increases to 63 percent in 1999.

There was no significant difference in the number of sexually active students who reported using a condom during their last sexual intercourse. However, those who reported using birth control pills increased slightly (19 percent in 1993 compared to 21 percent in 1999). In addition, those who reported using no method declined slightly each year (15 percent in 1993 compared to 13 percent in 1999). Roughly, the same percentage of students reported using alcohol or drugs before their last sexual experience in 1993, 1997 and 1999. There was also no significant difference among those who reported having been or having gotten someone pregnant across the years surveyed.

Figure 42. Change in Sexual Behavior: 1993-1999.
Percent of all students who reported having ever had sexual intercourse and who had sex in the past three months.



Comparisons by Demographic Groups

Gender

Nearly equal percentages of male and female students reported learning about HIV or AIDS in school, but a significantly higher percentage of female than male students reported talking with an adult family member about it.

There was no significant difference between the percentage of male and female students who reported ever having had sexual intercourse. However, male students who had ever had sex reported having had sexual intercourse for the first time at younger ages slightly more often than female students did. However, the most common age for having sex for the first time is 15 or 16, accounting for roughly half of both males and females. The number of partners reported by students who had ever had sex is nearly identical for male and female students. Nearly half of male and female students who had ever had sex said that they had only had one partner. Twenty-three percent of female students and 26 percent of male students had had four or more sexual partners in their lives. Over three quarters of male students who had ever had sex (or 32 percent of all male students) reported having sex in the past three months. This was true of 71 percent of female students who had ever had sex (or 29 percent of all female students). This difference did not achieve statistical significance.

Nearly three in ten male students who had ever had sex said that they drank alcohol or used drugs before the last time they had sexual intercourse. This compares with only two in ten female students who had ever had sex. This difference is marginally significant. Sixty-eight percent of male students who had ever had sex and 51 percent of female students who had ever had sex reported using a condom the last time they had sexual intercourse. A significantly higher percentage of male students (76%) who had ever had sex reported using either condoms or birth control pills to prevent pregnancy the last time they had sex than similar female students (65%). Similarly, female students were more likely than male students to report using no method of birth control, withdrawal or not being sure what method was used the last time they had sexual intercourse. Female students were slightly more likely to say that they had gotten pregnant than male students were to report that they had gotten someone pregnant.

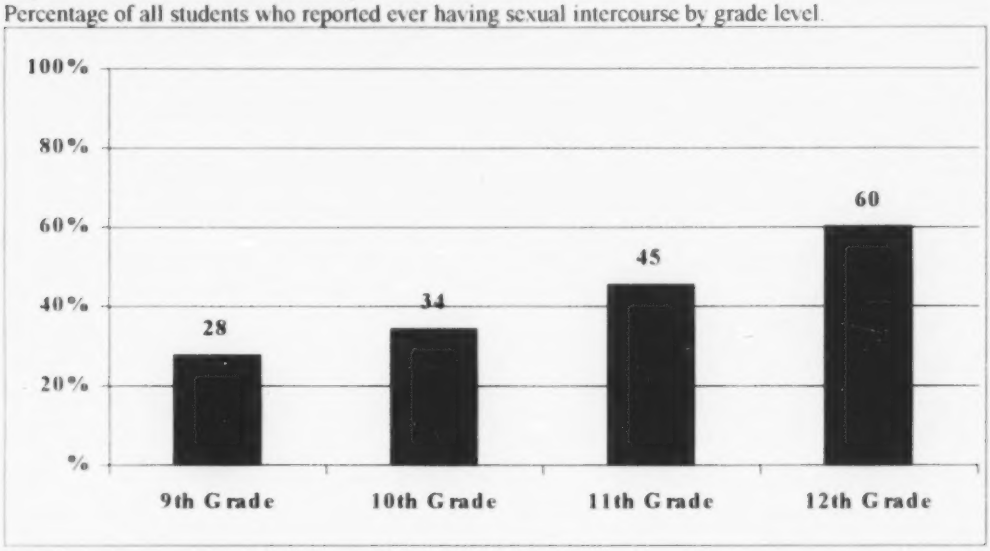
Grade

The percentage of students who were ever taught about HIV and AIDS in school and the percentage who have talked with an adult family member about the issue did not vary significantly across grade levels.

As might be expected, the percentage of students who reported ever having had sexual intercourse and those who reported having had sex in the past three months increased significantly with grade level. Twenty-eight percent of ninth graders reported ever having had sex compared to 60 percent of seniors (see Figure 43). Similarly, the percentage reporting having had sex in the past three months increases from under one-fifth of ninth graders to nearly half of students in the twelfth grade. There was, however, no significant increase in the number of sexual partners students reported having across the grade levels.

Figure 43. Sexual Intercourse by Grade Level

Percentage of all students who reported ever having sexual intercourse by grade level.



There are indications that students become more sexually responsible as they pass through higher grades. However, it should be noted that even ninth graders show some responsibility for their sexual activity. Condom use decreases with grade. Among sexually active students, two-thirds of ninth grade students report using a condom during the last time they had sexual intercourse compared to half of seniors. However, when other pregnancy prevention methods are considered, this trend is somewhat reversed. Among sexually active teens, 62 percent of ninth grade students report using either birth control pills or condoms the last time they had sexual intercourse compared to 70 percent of seniors[31]. Similarly, the percentage that reported using no method, withdrawal or who weren't sure what method they used to prevent pregnancy decreased from one-third of ninth graders who had ever had sex to about one-fifth of students in twelfth grade who had ever had sex[32]. The majority of students in each grade reported using condoms during their last sexual experience. The chances that students who had ever had sex drank alcohol or used drugs before their last sexual experience showed no significant change across grade levels. The percentage of students who reported either having been pregnant or having gotten someone pregnant is relatively stable for ninth, tenth and eleventh grade students but significantly increases for seniors. If the analysis focuses only on students who had ever had sex, there is a statistically significant decrease in the prevalence of pregnancy from ninth to eleventh grade and then a sharp increase among seniors.

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[31] Eleventh grade students reported the highest rates of pregnancy prevention methods use (77%).

[32] Eleventh grade students reported the lowest rates of using no method, withdrawal or not being sure what method was used (17%).

Commitment to Abstinence

Those who indicated that it was important to them to delay having sexual intercourse until marriage, engagement or until they are an adult in a long-term committed relationship were compared with students who did not express such a commitment. On nearly every measure, these students expressed more responsible behaviors. Students who expressed a commitment to abstinence were one third as likely as others to report having had sexual intercourse (19 percent compared to 60 percent). Of those that had been sexually active, they were less likely to report having had sex before the age of 14[33]. These students were also much less likely to say that they had more than two sexual partners in their lifetime (15 percent compared to 43 percent). They were half as likely to say that they had used alcohol or other drugs before they had sexual intercourse the last time (14 percent compared to 26 percent). However, there was no significant difference between the two groups in sexual activity in the prior three month, either condom use or other birth control use, or in the percent who said that they had been or had gotten someone pregnant.

[33] This difference was marginally significant.

DIET AND EXERCISE

Context

Healthy eating helps young people grow, develop and do well in school. It helps prevent childhood and adolescent health problems such as obesity, disordered eating, dental caries and iron deficiency anemia. Healthy eating may help prevent health problems in later life, including heart disease, cancer and stroke – the three leading causes of death. Chronically undernourished children are more likely to become sick, miss school, and score lower on tests. Calcium intakes of children and adolescents are far below recommended levels, and may be an important risk factor for fractures in adolescents as well as osteoporosis later in life. Poor eating habits and inactivity are the root causes of overweight and obesity.

Obesity among youth has more than doubled in the past 30 years (U.S. Department of Health and Human Services, 1997b). Obesity acquired during childhood or adolescence may persist into adulthood, increasing later risk for chronic conditions such as diabetes, heart disease, high blood pressure, stroke, some cancers, and gall bladder disease (Public Health Service, 1988). In Wisconsin in 1997, nearly one-third of all adults are considered overweight according to body mass index (Bureau of Health Information, 1998). In addition, obesity has been linked to decreased social achievement including fewer years of advanced education, lower likelihood of being married and higher rates of poverty (Wisconsin Obesity Prevention Steering Committee, 1999).

Most Americans currently do not consume healthy diets according to dietary recommendations. Most diets are high in fats and low in complex carbohydrates and dietary fiber. The average national intake of milk and dairy foods by children and adolescents is only 12 – 49 percent of dietary recommendations (American Academy of Pediatrics, 1999). Dietary Guidelines for Americans and the Food Guide Pyramid established by the U.S. Department of Agriculture (USDA, 1992) recommend that people eat at least two servings of fruits and a minimum of three servings of vegetables a day, and three or more servings of dairy products. In addition, sedentary lifestyle patterns can increase the risk of many diseases and chronic conditions.

Inactivity and poor diet cause at least 300,000 deaths per year in the United States. Only tobacco causes more preventable deaths (U.S. Department of Health and Human Services, 1997a). Regular physical exercise in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight; reduces anxiety and stress and increases self-esteem. Adults who are less active are at a greater risk of dying of heart disease and developing diabetes, colon cancer and high blood pressure. Only about half of young people in the U.S. regularly participate in vigorous physical activity and a quarter reported no vigorous activity.

Highlights

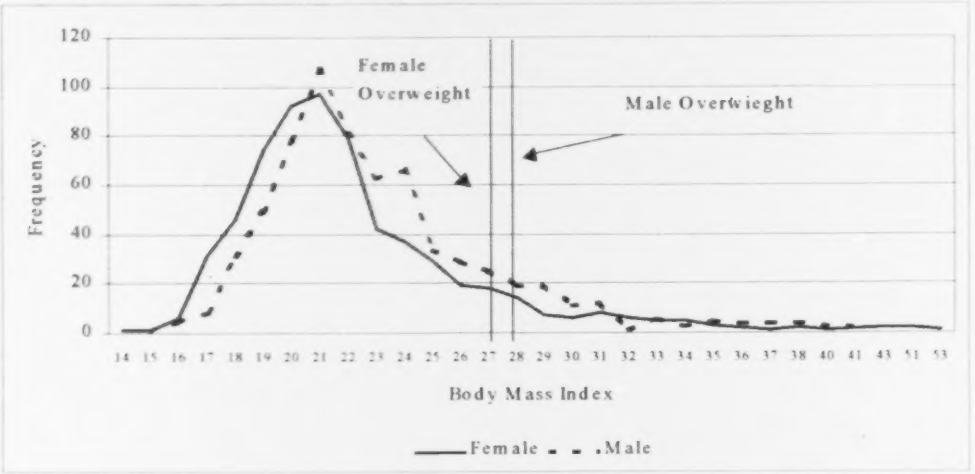
- Fourteen percent of all students were overweight according to their Body Mass Index.
- Female students were more likely than male students to report being overweight and were twice as likely to report trying to lose weight.
- Seventy percent of students reported taking action to lose weight or keep from gaining weight.
- Only 61 percent of students consumed the recommended amount of fruits, 15 percent consumed the recommended amount of vegetables, and 45 percent consumed the recommended amount of dairy products.

- Sixty percent of students said that they had exercised or participated in physical activity for at least 20 minutes on three or more of the past seven days.
- Students in Wisconsin were more likely to report attending a daily physical education class and playing on one or more team sports than the national average.

General Prevalence Rates

Students were asked to specify their height and weight. That information was used to calculate their Body Mass Index (BMI)[34]. A BMI greater than 27.3 for females and 27.8 for males is considered overweight. On average, female students have a BMI of 22.2 and male students have a BMI of 23.2 (see Figure 44). Female students' BMIs range from 14 to 52.9 and male students' BMIs range from 15 to 41. Fourteen percent of all students are overweight according to their BMI.

Figure 44. Body Mass Index
Frequency distribution of body mass index by gender.



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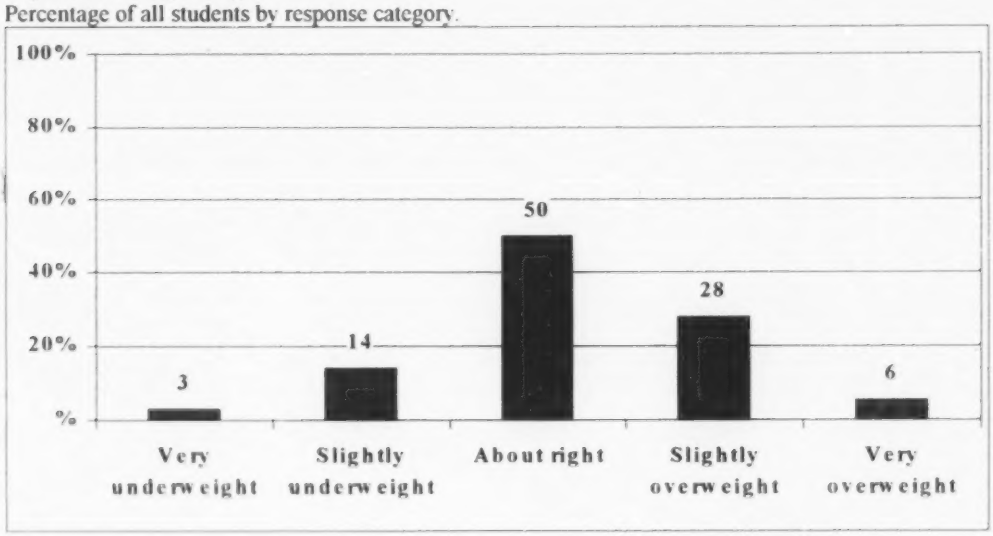
[34] Body Mass Index is calculated by dividing a person's weight in kilograms by their height in meters squared.

Half of all students reported that they were "about the right weight" (see Figure 45). One-third said they were either slightly or very overweight and about a sixth said they were either slightly or very underweight. More than two in five students said they were trying to lose weight, about one in five were trying to maintain the same weight and another one in five said they were not doing anything about their weight. One-fifth of all students reported eating less in the past 30 days as the most frequent thing they did to lose or keep from gaining weight[35]. More than four in ten students said that they had exercised in the past 30 days as the most frequent thing they did to lose or keep from gaining weight. One percent of students said they had vomited or taken laxatives in the past 30 days as the most frequent thing they did to lose or keep from gaining weight and about two percent said they had taken diet pills in the same period. Those who said that they are trying to lose weight are much more likely than others to report eating less, not eating at all, taking diet pills and vomiting or taking laxatives. This is also true for those who felt that they were slightly or very overweight. Exercise was most commonly cited by those who said that they were about the right weight or who were trying to stay the same weight.

Figure 45. Body Image

Percentage of all students by response category.



[35] The question asked about a series of activities including exercise, eating less, taking diet pills and vomiting or taking laxatives. In addition, vomiting was combined with taking laxatives as a single response option. Students were asked to specify the one activity they had done in the past 30 days most frequently to lose weight or keep from gaining weight. This question structure likely obscures the true prevalence of individual activities and thus should be interpreted with caution.

Sixty percent of students said that they had exercised or participated in physical activities for at least 20 minutes on three or more of the past seven days (see Figure 46). Fifteen percent of students reported no such exercise in the past seven days. One third of the students reported that they have no physical education (PE) classes in an average week. Four in ten said they had PE five days a week, 14 percent said they had classes three or four days a week, and ten percent said they had PE one or two days a week. Among students who had PE, 81 percent said that they received over 20 minutes of exercise or playing sports. In addition, 60 percent of students reported being involved in at least one team sport in the past 12 months (see Figure 47).

Figure 46. Physical Activity

Percentage of all students by the number of days in the past seven on which they engaged in 20 minutes or more of strenuous physical activity.

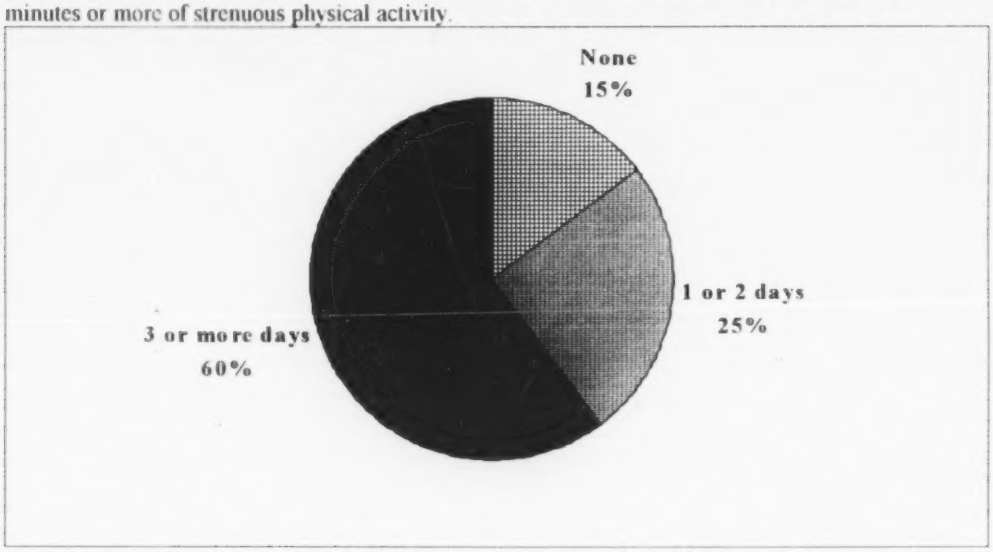
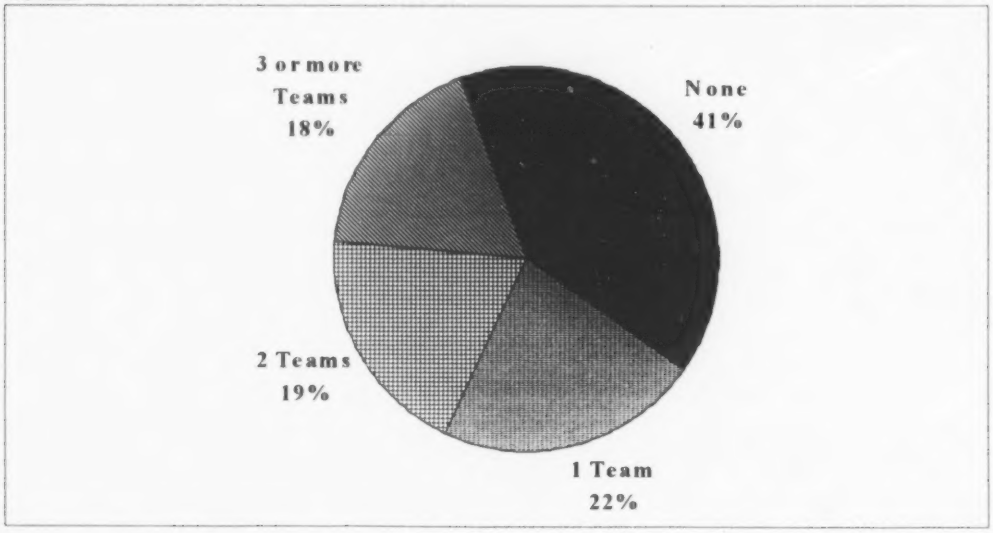


Figure 47. Participation in Team Sports

Percentage of all students by the number of team sports they have participated in during the past 12 months.



Sixty-one percent of students ate the recommended amount (two servings) of fruits on the day prior to the survey[36]. Fifteen percent ate the recommended amount of vegetables (three servings) on the day prior to the survey. Forty-five percent of students ate the recommended amount of dairy products (three servings) on the day prior to the survey.

When 1997 National YRBS results and 1999 Wisconsin YRBS results are compared, two significant differences emerge. First, students in Wisconsin are more likely to report attending a daily physical education class than the national average (43 percent compared to 27 percent). Second, students in Wisconsin were more likely to play one or more team sports than the national average (60 percent compared to 50 percent).

Trends

There are no significant differences between students' opinions of their weight or in their attempts to do something about their weight in 1993 and 1999. There is also no significant difference in the number of days in the past week students in 1993 and 1999 reported engaging in strenuous exercise for at least 20 minutes. Despite the percentage of students who said that they had no PE class increasing from 26 percent in 1993 to 34 percent in 1999, there were no significant differences in the reported number of PE classes per average week or in the number of minutes of exercise per PE class. In addition, the percentage of students who reported participating in sports teams significantly decreased from 66 percent in 1993 to 60 percent in 1999.

Comparisons by Demographic Groups

Gender

There is no significant difference between male and female students in those who are overweight according to their BMI. However, there are a number of important differences in body image, attempts to change one's weight, diet, and exercise between male and female students. Male students are much more likely than female students to believe they are "about the right weight" (see Figure 48). In addition, female students are more likely to report being slightly or very overweight. Female students were over twice as likely to report trying to lose weight while male students were more likely to report trying to gain weight. Female students were significantly more likely to have reported eating less, taking diet pills, and vomiting or taking laxatives in the past 30 days to lose or keep from gaining weight.

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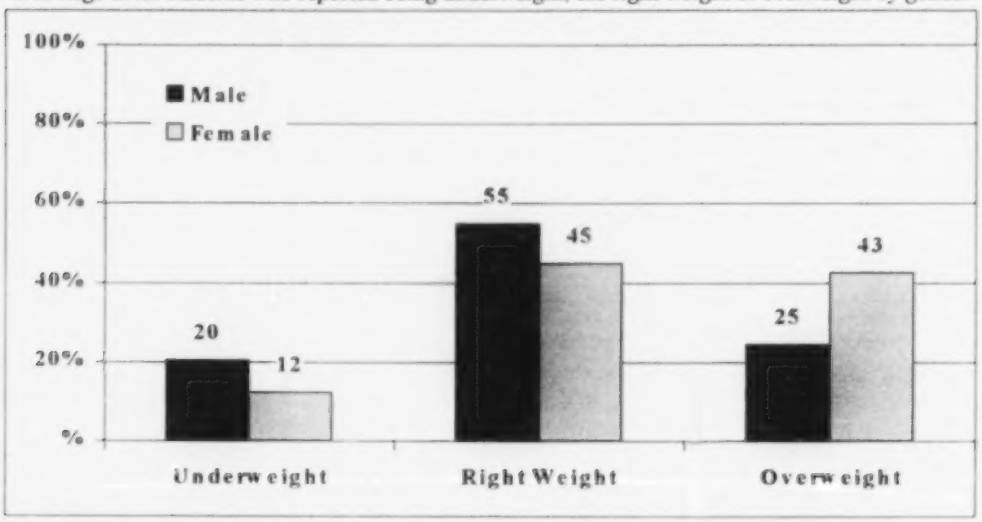
[36] Data from the YRBS should be interpreted with some caution when looking at nutritional patterns among high school students for several reasons. First, questions only asked about the number of "times" students ate certain foods, not the number of servings they had. For example, if a student had a sandwich the day before the survey, they may report having bread a single time, while a sandwich made with two slices of bread would count as two servings. It is also unclear if the foods eaten on the previous day are in fact an accurate prediction of regular dietary patterns. And finally, retrospective self-reports of dietary intake are often inaccurate because of the complexity of accurately reporting this information.

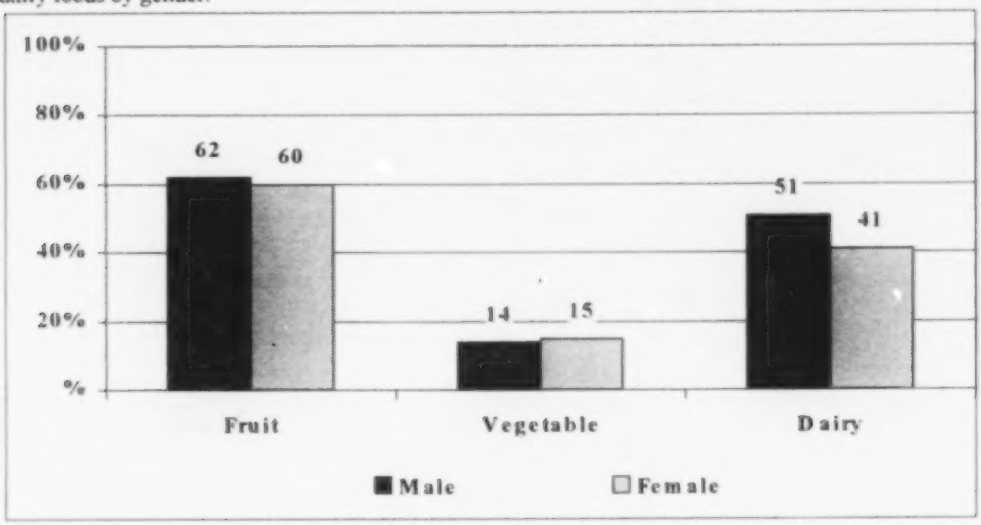
Figure 48. Self-described Weight by Gender.
Percentage of all students who reported being underweight, the right weight or overweight by gender.



Female students were more likely to report not exercising for 20 or more minutes on any day in the past seven and less likely to report doing this on three or more days in the past seven than male students (56 percent compared to 65 percent). Though the differences were only marginally significant, female students were more likely to report that they had no PE classes in an average week and male students were more likely to report PE classes on all five days in an average week. Likewise, male students were more likely than female students to report spending more than 20 minutes exercising during an average PE class. Female students also reported being on fewer sports teams. Sixty-four percent of male students reported being on two or more teams while only 55 percent of female students reported the same.

In general, there was no significant difference between female and male students in their fruit or vegetable consumption of the day prior to the survey (see Figure 49). However, female students were more likely to report having dairy products one or two times in the past day or not having them at all, while male students were more likely to report having dairy products three or more times on the day before the survey.

Figure 49. Fruit, Vegetable and Dairy Consumption by Gender.
Percentage of all students by the percent who ate the recommended amount of fruit, vegetables and dairy foods by gender.



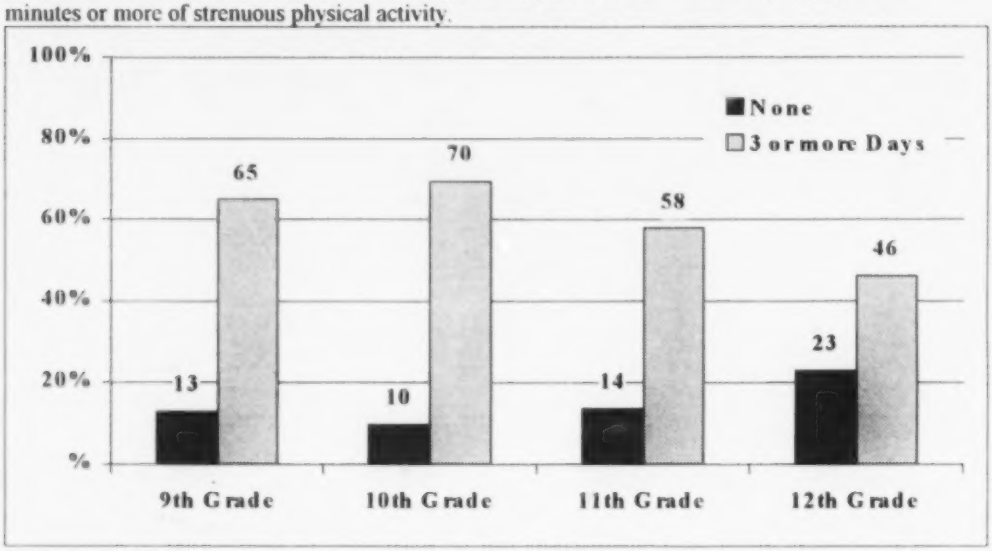
Grade

There are many specific differences among students in the various grade levels, though there are few notable patterns in these differences. There were no significant differences between the grades in the percentage who are overweight according to their BMI, how they describe their weight, or what they would like to do about their weight. However there were a number of possible trends with respect to specific actions that students took to lose or maintain their weight. There was a slight decrease in those who said that they exercised to lose or maintain their weight with grade. There was also a slight increase among those who said that they ate less to lose or maintain their weight with grade. There is also a slight decrease in use of diet pills to lose or to keep from gaining weight with grade level.

There is a significant pattern, however, regarding exercise patterns. Students are more likely to report zero days in the past seven of exercising at least 20 minutes as grade level increases and are less likely to report exercising on three or more days in the past week (see Figure 50). Students are also more likely to have fewer or no PE classes as grade level increases[37]. Interestingly, a similar trend occurred with team sports. As grade level increases, students are involved with fewer team sports.

Figure 50. Exercise by Grade Level

Percentage of all students by the number of days in the past seven on which they engaged in 20 minutes or more of strenuous physical activity.



There is a small trend in dietary differences among the grade levels. Generally, the likelihood of reporting having had fruit or fruit juice increases with grade level. There is, however, no difference between the grades among those who report eating vegetables or dairy products.

[37] This is especially true for seniors. Nearly two-thirds of seniors have no regular PE classes.

RISK FACTOR INDEXES

A series of indices were constructed to provide an overview of risk behavior activities. Indices were created to measure the overall number of risk factors in the following areas: vehicle safety, weapons use, violence, suicide, tobacco use, alcohol use, drug use, sexual activity, exercise, dieting, and nutrition.

Indices were constructed as a simple count of the number of risky behaviors students engaged in within a given set of possible behaviors. Indices ranged from as few as two possible behaviors (for weapons use) to as many as 11 (for drug use).

Vehicle Safety

The vehicle safety index aggregates four behaviors: seatbelt nonuse, motorcycle helmet nonuse, riding with a driver who has been drinking, or driving after drinking. Behaviors were considered risky if: 1) they reported wearing seatbelts less than "always" or "most of the time", 2) they reported riding a motorcycle in the past 12 months and wearing motorcycle helmets less than "always" or "most of the time", 3) they reported riding with a driver who had been drinking at least once in the past 30 days, and 4) they reported driving a vehicle after they had been drinking at least once in the past 30 days.

The vehicle safety index ranged from zero to four points. Students averaged 1.1 risk factors in this area. Thirty-seven percent of students were free of vehicle safety risk factors. Thirty percent reported one risk factor. Eighteen percent had two risk factors, 15 percent reported three or four risk factors. Male students reported more risk factors than female students. As grade level increased students reported slightly more risk factors.

Weapons Carrying

The weapons use index aggregates two behaviors: carrying any weapon in the past 30 days, and carrying a gun in the past 30 days. Behaviors were considered risky if they reported either of these behaviors at all in the past 30 days.

The weapons carrying index ranged from zero to two. Students averaged 0.3 risk factors in this area. The vast majority of students (81 percent) reported no risk factors in this category. Female students were less likely to report any risk factors in this category than male students. Students reported slightly fewer risk factors as grade increased, but the differences were not significant.

Violence

The violence index aggregates eight behaviors including: being threatened or hurt with a weapon, being involved in a physical fight in the past 12 months, receiving an injury in a fight within the past 12 months that required medical attention, having been threatened or hurt because someone thought you were gay, lesbian, or bisexual, having been threatened or hurt because of your race, having ever been sexually harassed, feeling safe from physical harm at school and feeling safe from physical harm on the way to or from school. Students were considered at risk if they reported any of these occurrences within the given time period or if they reported "usually not feeling safe" at school or on the way to or from school.

The violence index ranged from zero to eight. Students averaged 0.9 risk factors in this area. Forty-four percent of students reported no risk factors here. Thirty-four percent reported one risk factor. Thirteen percent reported two risk factors, five percent reported three risk factors and an additional four percent reported four or more risk factors. There were no significant difference between male and female students. There was a statistically significant trend for the number of reported risk factors to decrease with grade level.

Suicide

The suicide index aggregates three behaviors including: having seriously thought about committing suicide in the past 12 months, having attempted suicide in the past 12 months, and having received injuries that required medical attention as the result of a suicide attempt in the past 12 months.

The suicide index ranged from zero to three. Students averaged 0.4 risk factors in this area. Over two-thirds of students reported no risk factors in this area, nearly one-quarter reported one risk factor, and 8 percent reported two or more. Female students were significantly more likely to report more risk factors than male students. There was no significant difference by grade level.

Tobacco Use

The tobacco use index aggregates five behaviors including: having ever smoked a whole cigarette, frequency of smoking, number of cigarettes smoked per day[38], having smoked cigars, cigarillos or little cigars, and having used any chewing tobacco in the past 12 months. Students who had smoked at all in the past 30 days received a single risk factor for this behavior while students who smoked on each of the past 30 days received two risk factors on the index. Students who smoked a half pack of cigarettes or more on the days when they smoked were considered at risk for this behavior.

The tobacco index ranged from zero to six. Students averaged 1.5 risk factors in this area. One-third of all students reported no risk factors in tobacco use. Nearly a quarter of students reported one risk factor, nearly a third reported two or three, and slightly more than a tenth reported four or more. Male students reported more risk factors than female students, and risk factors increased significantly with grade level.

Alcohol Use

The alcohol use index aggregated three behaviors including: having ever had an alcoholic beverage, having had an alcoholic beverage in the past 30 days, and having had five or more drinks at one occasion at least once in the past 30 days.

The alcohol index ranged from zero to three. Students averaged 1.7 risk factors in this area. Nearly a quarter of students reported no risk factors in alcohol use, slightly more reported one risk factor, less than one-fifth reported two and slightly more than a third reported three risk factors. Male students reported slightly more risk factors on average than female students. Similarly, the average number of reported risk factors increased from 1.4 in ninth grade to 1.9 in twelfth grade.

Drug Use

The drug use index aggregated 11 behaviors. This included having ever used marijuana, having used marijuana more than once or twice in one's lifetime, having used marijuana in the past 30 days, having ever used any form of cocaine, having used any form of cocaine more than once or twice, having used any form of cocaine in the past 30 days, having ever used inhalants, having ever used heroin, having ever used methamphetamines, having ever used LSD in one's lifetime, and having ever injected an illegal drug.

The drug use index ranged from zero to 11. Students averaged 1.7 risk factors in this area. Over half of all students reported no risk factors. One fifth reported one or two risk factors. One sixth reported three or four risk factors. One tenth reported five or more. Male students reported more risk factors on average than female students. The number of reported risk factors increased with grade level, from 1.4 in ninth grade to 2.0 in twelfth grade.

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[38] On those days when the student smoked.

Sexual Activity

The sexual activity index aggregated seven behaviors including: having ever had sexual intercourse, having had sexual intercourse for the first time under the age of 14, having had three of more sexual partners in one's lifetime, having had two or more sexual partners in the past three months, having used drugs or alcohol before one's most recent sexual experience, having not used a condom during one's most recent sexual experience, and having not used a reliable form of birth control during one's most recent sexual experience.

The sexual activity index ranged from zero to seven. Students averaged 1.4 risk factors in this area. Over half of all students reported no risk factors in this area, 19 percent reported one or two risk factors, 22 percent reported three or four, and four percent reported five or more risk factors. Male students reported slightly more risk factors on average than female students, though the difference was only marginally significant. The number of reported risk factors increased with grade level, from 1.2 in ninth grade to 1.7 in twelfth grade.

Exercise

The exercise index aggregated four behaviors including: having exercised hard fewer than three days in the past week, having had physical education classes on fewer than three days per average school week, having exercised for 20 minutes or less during the average PE class, and having been on no team sports in the past year.

The exercise index ranged from zero to four, with approximately one-third reporting no risk factors, one-quarter reporting one, and one-fifth reporting two risk factors. Sixteen percent reported three risk factors and five percent reported four. Students averaged 1.3 risk factors in this area. Female students reported slightly more risk factors on average than male students. There was a statistically significant trend for the number of reported risk factors to increase with grade level, though this trend was not demonstrated in a linear increase in average risk factors by grade level.

Nutrition

The nutrition index included measures of the number of times students reported eating each of three classes of food on the previous day including: fruits and fruit juice; vegetables and vegetable juice; and milk, yogurt or cheese. Students were considered at risk if they had fewer than two servings of fruit or fewer than three of vegetables or dairy products. Care should be taken in interpreting this index because of possible biases and inaccuracies introduced in the question wording.

The nutrition index ranged from zero to three. Students averaged 2.1 risk factors in this area. Only three percent of students reported no nutrition risk factors, 18 percent reported only one factor, 39 percent reported two, and 40 percent reported all three risk factors. Female students reported slightly more risk factors on average than male students. The number of reported risk factors increased slightly with grade level, from 2.1 in ninth grade to 2.2 in twelfth grade.

Dieting

The dieting index aggregated three behaviors including body image, unhealthy weight loss behaviors such as using laxatives, vomiting or diet pills to lose weight in the past 30 days, and being overweight according to the student's BMI. Students received one risk factor on the index if they reported their weight as either "very" over- or under weight.

The dieting index ranged from zero to three. Over three-quarters of all students reported no dieting risk factors, one-fifth reported one risk factor, and four percent reported two or three. Students averaged 0.3 risk factors in this area. Male students reported fewer dieting risk factors than female students. There were no significant differences among the grade levels.

Total Risk Factors

All individual risk factor area indices were added together to form a total risk factor index. The total risk factor index ranged from zero to 47. Students averaged 12.7 risk factors overall. Forty-seven percent of students reported ten or fewer risk factors. Thirty-seven percent of all students reported 11 to 20 risk factors. Thirteen percent reported 21 to 30 risk factors. Three percent reported more than 30 risk factors. Male students reported more risk factors than female students and reported risk factors generally increased with grade level, from 11.7 in ninth grade to 14.5 in twelfth grade.

RELATIONSHIPS BETWEEN RISK FACTORS

In order to understand the connections among various risk factors, a correlation analysis[39] was conducted using the risk factor indices described above. The analysis examined the tendency for different behaviors to occur together. A high positive correlation between two sets of behaviors means that there is a high probability that if students engage in the first set of activities they will also engage in the second set as well. A high negative correlation means that if a student engages in the first set of activities, they are less likely to engage in the second set. The size of the correlation (from 0 to 1) indicates the size of the relationship. That is, a correlation of 1 would mean that every time the first factor is present, the second factor will be present as well. A correlation of zero means that the second factor is no more likely to be present with the first factor than it would be merely by chance.

Highlights

- Strong correlations exist among alcohol and other drug use, tobacco use, and vehicle safety.
- Sexual activity is weakly correlated with alcohol use and is strongly correlated with other drug use, tobacco use, violence, and taking risks with vehicle safety.
- Violence is correlated with alcohol and other drug use, sexual activity, suicide, tobacco use and vehicle safety.

Risk Factors Indices

The analysis of risk factor indices provides an understanding of the interconnection of risky behaviors in broader categories. Most of the risk factor indices were correlated to other risk factor indices (see Table 2). Of the 55 index pairs, 46 were statistically significant. Nine had strong correlations over 0.35, seven had moderate correlations between 0.25 and 0.34 and 11 had weak correlations between 0.15 and 0.24. The highest and most interrelated correlations were found between alcohol use, drug use, tobacco use, and vehicle safety, with correlations ranging from 0.38 to 0.63. All four of these indices were highly correlated with each other, indicating a high level of interconnection among these activities. In other words, students who engaged in many risky behaviors in any one of these areas were very likely to engage in risky behaviors in the others as well. So, for example, a student who engaged in many risky drug use behaviors would also be very likely to engage in risky vehicle, tobacco, and alcohol use. It should be noted, however, that these high correlations in no way indicate that activity in any one of these areas causes increased activity in the others. That is, these high correlations do not imply that if risky behavior in one area could be reduced, risky behavior in the others would necessarily decline.

In addition, sexual activity was highly correlated with drug use, tobacco use and taking risks with vehicle safety. Smaller, yet still important, correlations were found between violence and alcohol, drug use, sexual activity, suicide, tobaccos use and taking risks with vehicle safety. Weapons use was weakly correlated with alcohol, drug use, sexual activity, tobacco use and violence.

[39] Using a Spearman's rho correlation.

Table 2 - Risk Factor Index Correlations

	Alcohol	Nutrition	Dieting	Drugs	Exercise	Sexual Activity	Suicide	Tobacco	Vehicle Safety	Violence
Nutrition										
Dieting										
Drugs	+++									
Exercise		+								
Sexual Activity	++			+++						
Suicide	+		+	++		+				
Tobacco	+++			+++		+++	+			
Vehicle Safety	+++			+++		+++		+++		
Violence	+			++		++	++	++	++	
Weapons	+			+		+		+	++	+

+ signifies correlations from 0.15 to 0.24
++ signifies correlations from 0.25 to 0.34
+++ signifies correlations equal to or greater than 0.35

In sum, this analysis highlights the strong connection between several behaviors including drug use, alcohol use, sexual activity, and tobacco use and to a lesser degree, violence, and vehicle safety. Students who engaged in a high number of risk behaviors in one of these areas is more likely to also engage in a high number of risk behaviors in another one. From these findings, it is evident that alcohol, drugs, sexual activity and tobacco are part of a pattern of risky behaviors and any method of intervention must treat them as such. Indeed, the high correlation of these risk behaviors provide substantial support for integrated and multifaceted approaches to preventing health risk behaviors.

1999

Wisconsin Youth Risk Behavior Survey
High School Questionnaire

Wisconsin 1999 Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- To change your answer, erase completely.
- Choose only one answer for each question (except question 4).

1. How old are you?

   a. 12 years old or younger
   b. 13 years old
   c. 14 years old
   d. 15 years old
   e. 16 years old
   f. 17 years old
   g. 18 years old or older

2. What is your gender?

   a. Female
   b. Male

3. In what grade are you?

   a. 9th grade
   b. 10th grade
   c. 11th grade
   d. 12th grade
   e. Ungraded or other grade

4. How do you describe yourself? **(Select one or more responses.)**

   a. American Indian or Alaska Native
   b. Asian
   c. Black or African American
   d. Hispanic or Latino
   e. Native Hawaiian or Other Pacific Islander
   f. White

5. How tall are you without your shoes on?

   Directions: Write your height in the shaded blank boxes and fill in the matching oval below each number on your answer sheet.

   Example:

HEIGHT	
Feet	Inches
5	*11*
③	⓪
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	⑦
	⑧
	⑨
	⑩
	●

6. How much do you weigh without your shoes on?

   Directions: Write your weight in the shaded blank boxes and fill in the matching oval below each number on your answer sheet.

   Example:

Weight Pounds		
1	*5*	*2*
●	⓪	⓪
②	①	①
③	②	●
	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

The next 21 questions ask about personal safety.

7. How often do you wear a seat belt when **riding in** a car driven by someone else?

   a. Never
   b. Rarely
   c. Sometimes
   d. Most of the time
   e. Always

8. **When you rode a motorcycle** during the past 12 months, how often did you wear a helmet?

   a. I did not ride a motorcycle during the past 12 months
   b. Never wore a helmet
   c. Rarely wore a helmet
   d. Sometimes wore a helmet
   e. Most of the time wore a helmet
   f. Always wore a helmet

9. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?

   a. I did not ride a bicycle during the past 12 months
   b. Never wore a helmet
   c. Rarely wore a helmet
   d. Sometimes wore a helmet
   e. Most of the time wore a helmet
   f. Always wore a helmet

10. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

11. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

12. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club?

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

13. During the past 30 days, on how many days did you carry **a gun?**

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

14. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

15. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?

    a. 0 days
    b. 1 day
    c. 2 or 3 days
    d. 4 or 5 days
    e. 6 or more days

16. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property?**

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or 9 times
    g. 10 or 11 times
    h. 12 or more times

17. During the past 12 months, how many times were you in a physical fight?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or 9 times
    g. 10 or 11 times
    h. 12 or more times

18. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

19. During the past 12 months, how many times were you in a physical fight **on school property**?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or 9 times
    g. 10 or 11 times
    h. 12 or more times

20. The **last time** you were in a physical fight, with whom did you fight?

    a. I have never been in a physical fight
    b. A total stranger
    c. A friend or someone I knew
    d. A boyfriend, girlfriend, or date
    e. A parent, brother, sister, or other family member
    f. Someone not listed above
    g. More than one of the persons listed above

21. Have you ever been forced, either verbally or physically, to take part in sexual activity?

    a. I have never taken part in sexual activity
    b. Yes
    c. No
    d. I'm not sure

22. Have you ever forced, either verbally or physically, someone to take part in sexual activity?

    a. I have never taken part in sexual activity
    b. Yes
    c. No
    d. I'm not sure

23. Have you ever been threatened or hurt because someone thought you were gay, lesbian, or bisexual?

    a. Yes
    b. No
    c. I'm not sure

24. Have you ever been threatened or hurt because of your race or skin color?

    a. Yes
    b. No
    c I'm not sure

25. Have you ever been "sexually harassed," however you may define this, at your school?

    a. Yes
    b. No
    c. I'm not sure

26. When you are at school, how safe do you feel from physical harm?

    a. Always feel safe
    b. Usually feel safe
    c. Usually don't feel safe

27. When you are on your way to or from school, how safe do you feel from physical harm?

    a. Always feel safe
    b. Usually feel safe
    c. Usually don't feel safe

Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life. The next four questions ask about attempted suicide.

28. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities.

    a. Yes
    b. No

29. During the past 12 months, did you ever **seriously** consider attempting suicide?

    a. Yes
    b. No

30. During the past 12 months, how many times did you actually attempt suicide?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

31. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

    a. **I did not attempt suicide** during the past 12 months
    b. Yes
    c. I attempted suicide, but no treatment was required

The next ten questions ask about tobacco use.

32. How old were you when you smoked a whole cigarette for the first time?

    a. I have never smoked a whole cigarette
    b. 8 years old or younger
    c. 9 or 10 years old
    d. 11 or 12 years old
    e. 13 or 14 years old
    f. 15 or 16 years old
    g. 17 years old or older

33. Have you ever smoked cigarettes regularly, this is, at least one cigarette every day for 30 days?

    a. Yes
    b. No

34. During the past 30 days, on how many days did you smoke cigarettes?

    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

35. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?

    a. I did not smoke cigarettes during the past 30 days
    b. Less than 1 cigarette per day
    c. 1 cigarette per day
    d. 2 to 5 cigarettes per day
    e. 6 to 10 cigarettes per day
    f. 11 to 20 cigarettes per day
    g. More than 20 cigarettes per day

36. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)

a. I did not smoke cigarettes during the past 30 days
b. I bought them in a store such as a convenience store, supermarket, or gas station
c. I bought them from a vending machine
d. I gave someone else money to buy them for me
e. I borrowed them from someone else
f. I stole them
g. I got them some other way

37. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

38. During the past 30 days, on how many days did you smoke cigarettes **on school property**?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

39. Have you ever tried **to quit** smoking cigarettes?

a. Yes
b. No

40. During the past 30 days, on how many days did you use **chewing tobacco or snuff**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

41. Is there an adult in your household who is a regular smoker?

a. Yes
b. No

The next five questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

42. It is important to me not to use alcohol or other drugs.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

43. How old were you when you had your first drink of alcohol other than a few sips?

a. I have never had a drink of alcohol other than a few sips
b. 8 years old or younger
c. 9 or 10 years old
d. 11 or 12 years old
e. 13 or 14 years old
f. 15 or 16 years old
g. 17 years old or older

44. During the past 30 days, on how many days did you have at least one drink of alcohol?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

45. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?

a. 0 days
b. 1 day
c. 2 days
d. 3 to 5 days
e. 6 to 9 days
f. 10 to 19 days
g. 20 or more days

46. During the past 30 days, on how many days did you have at least one drink of alcohol **on school property**?

a. 0 days
b. 1 or 2 days
c. 3 to 5 days
d. 6 to 9 days
e. 10 to 19 days
f. 20 to 29 days
g. All 30 days

The next four questions ask about marijuana use. Marijuana also is called grass or pot.

47. How old were you when you tried marijuana for the first time?

a. I have never tried marijuana
b. 8 years old or younger
c. 9 or 10 years old
d. 11 or 12 years old
e. 13 or 14 years old
f. 15 or 16 years old
g. 17 years old or older

48. During your life, how many times have you used marijuana?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 to 99 times
g. 100 or more times

49. During the past 30 days, how many times did you use marijuana?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

50. During the past 30 days, how many times did you use marijuana **on school property**?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

The next ten questions ask about cocaine and other drugs.

51. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

52. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

53. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

54. During the past 30 days, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

55. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

56. During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

57. During your life, how many times have you taken **steroid pills or shots** without a doctor's prescription?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

58. During your life, how many times have you used LSD or "acid"?

a. 0 times
b. 1 or 2 times
c. 3 to 9 times
d. 10 to 19 times
e. 20 to 39 times
f. 40 or more times

59. During your life, how many times have you used a needle to inject any **illegal** drug into your body?

a. 0 times
b. 1 time
c. 2 or more times

60. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?

a. Yes
b. No

The next 2 questions ask about AIDS education and information.

61. Have you ever been taught about AIDS or HIV infection in school?

a. Yes
b. No
c. Not sure

62. Have you ever talked about AIDS or HIV infection with your parents or other adults in your family?

a. Yes
b. No
c. Not sure

The next nine questions ask about sexual behavior.

63. It is important to me to delay having sexual intercourse until ....(select only one response).

    a. I'm married
    b. I'm engaged
    c. I'm an adult, and in a long-term committed relationship
    d. I'm in love
    e. I finish high school
    f. It is not important to me to delay having sexual intercourse

64. Have you ever had sexual intercourse?

    a. Yes
    b. No

65. How old were you when you had sexual intercourse for the first time?

    a. I have never had sexual intercourse
    b. 11 years old or younger
    c. 12 years old
    d. 13 years old
    e. 14 years old
    f. 15 years old
    g. 16 years old
    h. 17 years old or older

66. During your life, with how many people have you had sexual intercourse?

    a. I have never had sexual intercourse
    b. 1 person
    c. 2 people
    d. 3 people
    e. 4 people
    f. 5 people
    g. 6 or more people

67. During the past 3 months, with how many people did you have sexual intercourse?

    a. I have never had sexual intercourse
    b. I have had sexual intercourse, but not during the past 3 months
    c. 1 person
    d. 2 people
    e. 3 people
    f. 4 people
    g. 5 people
    h. 6 or more people

68. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?

    a. I have never had sexual intercourse
    b. Yes
    c. No

69. The **last time** you had sexual intercourse, did you or your partner use a condom?

    a. I have never had sexual intercourse
    b. Yes
    c. No

70. The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)

    a. I have never had sexual intercourse
    b. No method was used to prevent pregnancy
    c. Birth control pills
    d. Condoms
    e. Depo-Provera (injectable birth control)
    f. Withdrawal
    g. Some other method
    h. Not sure

71. How many times have you been pregnant or gotten someone pregnant?

    a. 0 times
    b. 1 time
    c. 2 or more times
    d. Not sure

The next six questions ask about body weight.

72. How do **you** describe your weight?

    a. Very underweight
    b. Slightly underweight
    c. About the right weight
    d. Slightly overweight
    e. Very overweight

73. Which of the following are you trying to do about your weight?

    a. **Lose** weight
    b. **Gain** weight
    c. **Stay** the same weight
    d. I am **not trying to do anything** about my weight

74. During the past 30 days, what have you done most frequently to lose weight or keep from gaining weight?

a. Exercise
b. Eat less food, fewer calories, or foods low in fat
c. Go without eating for 24 hours or more
d. Take diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight? (**Do not** include meal replacement products such as Slim Fast).
e. Vomit or take laxatives
f. I have done nothing during the past 30 days

75. Yesterday, how many times did you eat fruit or drink fruit juice?

a. 0 times
b. 1 time
c. 2 times
d. 3 times
e. 4 times
f. 5 times
g. 6 or more times

76. Yesterday, how many times did you eat vegetables or drink vegetable juice?

a. 0 times
b. 1 time
c. 2 times
d. 3 times
e. 4 times
f. 5 times
g. 6 or more times

77. Yesterday, how many times did you drink milk or eat cheese or yogurt?

a. 0 times
b. 1 time
c. 2 times
d. 3 times
e. 4 times
f. 5 times
g. 6 or more times

The next five questions ask about physical activity.

78. On how many of the past 7 days did you exercise or participate in physical activity for **at least 20** minutes **that made you sweat and breathe hard**, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?

a. 0 days
b. 1 day
c. 2 days
d. 3 days
e. 4 days
f. 5 days
g. 6 days
h. 7 days

79. On how many of the past 7 days did you participate in physical activity for **at least 30** minutes that did **not** make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?

a. 0 days
b. 1 day
c. 2 days
d. 3 days
e. 4 days
f. 5 days
g. 6 days
h. 7 days

80. In an average week when you are in school, on how many days do you go to physical education (PE) classes?

a. 0 days
b. 1 day
c. 2 days
d. 3 days
e. 4 days
f. 5 days

81. During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?

a. I do not take PE
b. Less than 10 minutes
c. 10 to 20 minutes
d. 21 to 30 minutes
e. More than 30 minutes

82. During the past 12 months, on how many sports team did you play? (Do not include PE Classes)

a. 0 team
b. 1 team
c. 2 teams
d. 3 or more teams

The next 14 items are general questions about you. A few questions refer to your parents. In this survey "parents" means the adults who are most responsible for raising you. They could be foster parents, step-parents, or guardians. If you live in a single parent family, answer for that adult.

83. At school I try hard to do my best work.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

84. What best describes the grades you get in school?

a. Mostly A's
b. About half A's and B's
c. About half B's and C's
d. About half C's and D's
e. Failing (D's or F's)

85. How important is it to you to help other people?

a. Not important
b. Somewhat important
c. Quite important
d. Extremely important

86. I care about other people's feelings.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

87. I stand up for my beliefs.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

88. I am good at making decisions and following through on them.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

89. I am good at making friends.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

90. I can resist negative peer pressure and dangerous situations.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

91. My family loves me and gives me help and support when I need it.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

92. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?

a. None
b. 1 adult
c. 2 adults
d. 3 adults
e. 4 adults
f. 5 adults or more

93. My teachers really care about me and give me a lot of encouragement.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

94. My parents have clear rules and standards for my behavior.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

95. How often do your parents ask where you are going or with whom you will be?

a. All the time
b. Most of the time
c. Some of the time
d. Seldom or never

96. My school has clear rules and consequences for behavior.

a. Strongly agree
b. Agree
c. Not sure
d. Disagree
e. Strongly disagree

This is the end of the survey.

Thank you very much for your help.

APPENDIX B – TABLES

Social Support

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
My family loves me and gives me help and support when I need it.	Strongly agree	47	48	48	52	42	50	48
	Agree	33	33	32	32	36	33	33
	Not sure	11	12	12	12	14	8	11
	Disagree	6	5	6	3	6	8	5
	Strongly disagree	2	2	3	2	3	2	2
Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?	None	10	18	15	13	15	12	14
	1	17	15	17	15	17	17	16
	2	24	23	26	22	23	23	23
	3	19	16	15	16	16	23	17
	4	7	6	5	10	6	5	6
	5 or more	22	22	22	24	22	20	22
My teachers really care about me and give me a lot of encouragement.	Strongly agree	12	9	14	8	8	13	11
	Agree	36	37	34	41	36	37	37
	Not sure	29	29	31	28	28	28	29
	Disagree	15	15	13	15	16	15	15
	Strongly disagree	8	10	9	8	12	7	9
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Expectations

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
My parents have clear rules and standards for my behavior.	Strongly agree	36	27	34	33	30	30	32
	Agree	42	49	42	48	45	45	45
	Not sure	12	12	14	11	12	11	12
	Disagree	7	9	6	7	10	11	8
	Strongly disagree	3	3	3	2	2	4	3
How often do your parents ask where you are going or with whom you will be?	All	67	50	64	63	56	49	58
	Most	20	30	21	23	28	30	25
	Some	9	13	11	9	11	14	11
	Seldom	4	6	4	5	5	7	5
My school has clear rules and consequences for behavior.	Strongly agree	36	32	44	31	30	28	34
	Agree	41	48	38	46	49	46	45
	Not sure	14	12	13	12	13	13	13
	Disagree	6	5	2	7	6	8	6
	Strongly disagree	2	4	2	3	2	4	3
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Positive Values

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
At school I try hard to do my best work.	Strongly agree	39	27	37	37	26	29	33
	Agree	46	39	42	39	49	41	43
	Not sure	9	18	13	13	13	14	13
	Disagree	5	12	6	8	10	13	9
	Strongly disagree	1	4	2	3	2	3	3
How important is it to you to help other people?	Not important	3	9	6	4	9	4	6
	Somewhat	20	42	33	30	34	28	31
	Quite	48	38	43	45	39	44	43
	Extremely	29	11	18	20	18	24	20
I care about other people's feelings.	Strongly agree	54	28	39	38	42	46	41
	Agree	40	55	45	50	47	47	47
	Not sure	4	12	12	9	8	3	8
	Disagree	1	3	2	2	2	2	2
	Strongly disagree	1	2	2	2	1	2	2
It is important to me to delay having sexual intercourse until....	I'm married	27	16	26	22	20	17	22
	I'm engaged	4	2	1	3	3	7	3
	I'm an adult in a committed relationship	21	18	21	22	16	18	19
	I'm in love	26	19	19	23	23	26	23
	I finish high school	4	5	5	3	7	2	4
	Its not important to me to delay sex	18	40	27	28	32	29	29
It is important to me not to use alcohol or other drugs.	Strongly agree	31	25	33	27	26	24	28
	Agree	26	21	27	24	19	22	23
	Not sure	17	21	23	21	19	13	19
	Disagree	19	22	12	20	24	27	20
	Strongly disagree	7	12	5	8	12	15	10
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Social Competencies

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
I stand up for my beliefs.	Strongly agree	49	43	48	45	45	46	46
	Agree	42	45	42	44	45	44	44
	Not sure	8	8	9	8	8	8	8
	Disagree	1	2	1	2	3	2	2
	Strongly disagree	1	1	1	1	0	1	1
I am good at making decisions and following through on them.	Strongly agree	26	25	27	25	25	24	25
	Agree	53	54	52	55	53	53	53
	Not sure	16	15	15	15	17	16	16
	Disagree	4	5	4	4	5	6	5
	Strongly disagree	0	1	1	1	1	1	1
I am good at making friends.	Strongly agree	36	31	32	38	32	33	34
	Agree	47	48	49	45	47	47	47
	Not sure	12	16	12	12	15	16	14
	Disagree	4	4	5	4	4	3	4
	Strongly disagree	1	1	2	1	1	1	1
I can resist negative peer pressure and dangerous situations.	Strongly agree	44	37	39	41	38	43	40
	Agree	39	42	38	42	41	42	40
	Not sure	13	13	17	11	15	10	13
	Disagree	3	5	3	4	6	2	4
	Strongly disagree	2	2	2	2	1	3	2
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Grades

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
What best describes the grades you get in school?	Mostly a	21	14	17	19	16	20	18
	About half a and b	37	25	27	33	31	32	31
	About half b and c	30	39	34	31	36	38	35
	About half c and d	10	17	18	14	13	7	13
	Failing (d or f)	2	4	4	3	3	3	3
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Asset Indices

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Social Support Index	0	2	4	3	2	5	3	3
	1	16	20	21	19	20	13	18
	2	42	40	40	40	39	46	41
	3	39	36	36	39	36	38	37
Expectations Index	0	5	5	5	5	4	6	5
	1	11	12	12	10	9	15	11
	2	26	30	24	26	34	29	28
	3	58	54	59	59	53	51	56
Positive Values Index	0	1	1	0	0	1	1	1
	1	8	14	10	11	11	12	11
	2	21	27	21	24	23	29	24
	3	28	29	28	28	32	27	29
	4	37	24	32	32	28	28	30
	5	6	6	9	5	4	4	6
Social Competencies Index	0	2	3	3	3	3	1	2
	1	5	5	6	4	5	6	5
	2	12	13	14	10	12	12	12
	3	20	28	22	24	24	26	24
	4	61	51	56	59	55	55	56
Total Assets Index	1	4	5	4	5	3	4	4
	2	28	40	34	28	38	37	34
	3	68	55	60	67	58	59	61
	4	1	1	2	0	1	0	1
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Asset Averages

	Sex		Grade				
	Female	Male	9th	10th	11th	12th	Total
Social Support Index	2.2	2.1	2.1	2.2	2.1	2.2	2.2
Expectations Index	2.4	2.3	2.4	2.4	2.4	2.3	2.4
Positive Values Index	3.1	2.8	3.1	2.9	2.9	2.8	2.9
Social Competencies Index	3.3	3.2	3.2	3.3	3.2	3.3	3.3
Grade Asset	.6	.4	.4	.5	.5	.5	.5
Combined Assets Index	11.5	10.8	11.2	11.3	11.0	11.1	11.2

Weighted percentages of students responding in each response category by sex and grade.

Vehicle Safety

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
How often do you wear a seat belt when **riding in** a car driven by someone else?	Never	5	12	8	5	9	10	8
	Rarely	14	22	19	15	19	20	18
	Sometimes	20	20	17	22	23	19	20
	Most of the time	34	27	36	33	27	23	30
	Always	28	20	20	25	22	29	24
When you rode a motorcycle during the past 12 months, how often did you wear a helmet? (a)	Never	20	28	20	29	24	25	25
	Rarely	3	12	6	9	12	7	8
	Sometimes	6	7	9	3	5	8	7
	Most	10	15	9	9	15	19	13
	Always	62	39	57	49	45	40	48
When you rode a bicycle during the past 12 months, how often did you wear a helmet? (b)	Never	81	87	77	87	89	84	84
	Rarely	9	6	11	6	5	7	8
	Sometimes	4	3	5	3	3	2	3
	Most	4	2	4	1	2	4	3
	Always	2	3	4	3	1	3	3
During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?	0 times	66	59	62	64	63	61	62
	1 time	15	12	13	15	15	12	13
	2 or 3 times	13	19	17	15	14	17	16
	4 or 5 times	3	3	3	2	5	2	3
	6 or more times	4	7	6	4	4	8	6
During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?	0 times	88	79	95	86	78	72	83
	1 time	5	9	3	7	10	10	7
	2 or 3 times	5	6	1	4	7	10	6
	4 or 5 times	0	3	0	1	2	2	1
	6 or more times	1	3	0	1	2	6	2
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who had ridden a motorcycle in the past 12 months.

b. Weighted percentage of students who had ridden a bicycle in the past 12 months.

Weapons Carrying

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During the past 30 days, on how many days did you carry a **weapon** such as a gun, knife, or club?	0 days	95	70	80	80	86	85	82
	1 day	2	7	6	6	3	3	5
	2 or 3 days	1	8	5	5	3	4	4
	4 or 5 days	0	3	1	1	1	1	1
	6 or more days	3	12	8	8	7	6	7
During the past 30 days, on how many days did you carry a **gun**?	0 days	98	87	93	92	93	94	93
	1 day	1	5	3	3	2	3	3
	2 or 3 days	1	4	2	2	3	2	2
	4 or 5 days	0	2	1	1	1	0	1
	6 or more days	0	2	2	2	2	1	2
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?	0 days	98	92	95	93	95	95	95
	1 day	0	3	1	2	1	1	2
	2 or 3 days	0	2	1	2	1	1	1
	4 or 5 days	0	1	0	0	1	1	0
	6 or more days	1	3	2	3	2	3	2
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Physical Fighting

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During the past 12 months, how many times were you in a physical fight?	0 times	94	91	90	93	94	95	92
	1 time	4	5	4	4	5	3	4
	2 or 3 times	2	2	4	2	0	1	2
	4 or 5 times	0	1	0	0	1	1	1
	6 or 7 times	0	0	1	0	0	0	0
	8 or 9 times	0	0	0	0	0	0	0
	10 or 11 times	0	0	0	0	0	0	0
	12 or more times	0	1	1	1	0	0	0
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property**?	0 times	76	58	57	68	69	75	67
	1 time	12	19	17	15	15	13	15
	2 or 3 times	7	13	14	9	10	8	10
	4 or 5 times	2	4	5	3	2	2	3
	6 or 7 times	1	2	2	1	1	1	1
	8 or 9 times	0	1	1	0	1	1	1
	10 or 11 times	0	1	0	1	0	0	0
	12 or more times	1	2	3	2	1	1	2
During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?	0 times	99	95	95	98	97	98	97
	1 time	1	3	4	2	2	1	2
	2 or 3 times	0	1	0	1	0	0	1
	4 or 5 times	0	0	0	0	1	0	0
	6 or more times	0	0	0	0	0	1	0
During the past 12 months, how many times were you in a physical fight **on school property**?	0 times	94	84	84	90	88	95	89
	1 time	4	10	9	7	9	3	8
	2 or 3 times	1	4	5	2	2	1	3
	4 or 5 times	0	1	1	0	1	0	0
	6 or 7 times	0	1	0	1	0	0	0
	8 or 9 times	0	0	0	0	0	0	0
	12 or more times	0	0	0	0	0	0	0
The **last time** you were in a physical fight, with whom did you fight? (a)	Stranger	6	14	13	11	8	11	11
	Friend	31	47	40	37	49	40	41
	Boy/girl friend	6	1	2	2	2	6	3
	Family member	42	14	25	27	21	25	24
	Not listed	9	17	14	16	13	11	14
	More than one	6	7	7	7	6	7	7
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who reported being in a physical fight in the past 12 months.

Threats and Safety

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gin, knife, or club **on school property**?	0 times	94	91	90	93	94	95	92
	1 time	4	5	4	4	5	3	4
	2 or 3 times	2	2	4	2	0	1	2
	4 or 5 times	0	1	1	0	1	1	1
	6 or 7 times	0	0	1	0	0	0	0
	8 or 9 times	0	0	0	0	0	0	0
	12 or more times	0	1	1	1	0	0	1
Have you ever been threatened or hurt because of your race or skin color?	Yes	8	9	10	6	9	11	9
	No	90	86	86	93	88	86	88
	Not sure	2	4	4	1	3	3	3
Have you ever been threatened or hurt because someone thought you were gay, lesbian, or bisexual?	Yes	3	6	4	5	3	6	4
	No	95	90	93	93	94	89	93
	Not sure	2	4	3	2	2	5	3
During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	96	96	94	99	95	98	96
	1 day	2	1	3	0	2	1	2
	2 or 3 days	1	1	2	0	2	0	1
	4 or 5 days	0	1	1	0	0	1	0
	6 or more days	0	1	1	0	1	1	1
When you are at school, how safe do you feel from physical harm?	Always	52	56	41	54	60	64	54
	Usually feel safe	46	39	55	43	35	33	42
	Don't feel safe	3	4	5	2	4	2	4
When you are on your way to or from school, how safe do you feel from physical harm?	Always	62	67	56	64	68	74	65
	Usually feel safe	35	29	39	33	28	23	32
	Don't feel safe	3	4	5	3	4	2	3
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Suicide

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?	Yes	34	22	30	25	28	28	28
	No	66	78	70	75	72	72	72
During the past 12 months, did you ever **seriously** consider attempting suicide?	Yes	29	16	26	23	19	22	22
	No	71	84	74	77	81	78	78
During the past 12 months, how many times did you actually attempt suicide?	0 times	89	95	90	91	93	93	92
	1 time	6	2	5	4	4	3	4
	2 or 3 times	4	1	3	3	2	3	3
	4 or 5 times	1	1	1	1	1	0	1
	6 or more times	1	1	1	0	0	1	1
If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?	Yes	23	25	22	22	22	34	24
	No	77	75	78	78	78	66	76
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Smoking

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
How old were you when you smoked a whole cigarette for the first time?	Never	40	36	42	37	36	36	38
	8 or younger	4	6	8	5	5	3	5
	9 or 10	7	9	10	11	7	4	8
	11 or 12	15	18	17	20	16	13	16
	13 or 14	18	19	20	17	20	17	19
	15 or 16	15	10	3	10	14	23	12
	17 or older	1	2	0	0	1	5	2
Have you ever smoked cigarettes regularly, this is, at least one cigarette every day for 30 days?	Yes	29	33	22	30	36	38	31
	No	71	67	78	70	64	62	69
During the past 30 days, on how many days did you smoke cigarettes?	0 days	62	62	69	63	61	54	62
	1 or 2 days	6	6	7	8	4	5	6
	3 to 5 days	5	5	6	4	4	6	5
	6 to 9 days	2	2	3	2	3	1	2
	10 to 19 days	3	3	3	3	4	2	3
	20 to 29 days	5	5	5	5	4	7	5
	All 30 days	16	17	8	15	19	26	17
During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**? (a)	< 1	9	15	19	15	6	10	12
	1	17	16	25	18	14	8	16
	2 to 5	39	33	35	29	39	41	36
	6 to 10	21	18	13	19	22	24	20
	11 to 20	12	13	7	16	15	13	13
	More than 20	3	4	1	3	4	5	3
During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?	0 days	84	83	87	83	82	81	84
	1 or 2 days	5	4	5	4	4	6	4
	3 to 5 days	1	2	1	3	3	1	2
	6 to 9 days	1	2	1	2	3	1	2
	10 to 19 days	3	3	3	3	4	3	3
	20 to 29 days	2	2	2	2	2	2	2
	All 30 days	4	3	1	4	2	7	4
Have you ever tried **to quit** smoking cigarettes?	Yes	35	36	34	35	39	35	36
	No	65	64	66	65	61	65	64
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who reported smoking in the past 30 days.

Smoking and Tobacco Use

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Is there an adult in your household who is a regular smoker?	Yes	43	40	45	40	38	41	41
	No	57	60	55	60	62	59	59
During the past 30 days, how did you **usually** get your own cigarettes? (a)	Did not smoke	62	61	68	62	61	54	62
	Store	9	15	2	5	12	32	12
	Vending machine	0	1	0	1	0	0	0
	Someone else	16	10	14	16	15	7	13
	Borrowed	9	9	11	10	9	4	9
	Stole	1	2	2	1	1	1	1
	Other	3	4	3	5	3	2	3
During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?	0 days	90	74	86	81	80	80	82
	1 or 2 days	7	16	8	14	15	10	11
	3 to 5 days	1	5	2	2	3	6	3
	6 to 9 days	0	1	1	1	0	0	1
	10 to 19 days	0	1	1	1	0	1	1
	20 to 29 days	0	1	1	1	1	0	0
	All 30 days	1	2	1	1	1	3	1
During the past 30 days, on how many days did you use **chewing tobacco or snuff**, such as Redman, Levi Garrett, Beechnut, Skoal Bandits, or Copenhagen?	0 days	97	79	92	89	84	85	87
	1 or 2 days	2	6	4	3	6	5	4
	3 to 5 days	0	4	1	3	3	1	2
	6 to 9 days	0	3	1	1	2	2	2
	10 to 19 days	0	3	1	1	2	2	2
	20 to 29 days	0	2	0	2	1	1	1
	All 30 days	0	3	1	1	2	4	2
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who reported smoking cigarettes in the past 30 days.

Alcohol Use

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
It is Important to me not to use alcohol or other drugs.	Strongly agree	31	25	33	27	26	24	28
	Agree	26	21	27	24	19	22	23
	Not sure	17	21	23	21	19	13	19
	Disagree	19	22	12	20	24	27	20
	Strongly disagree	7	12	5	8	12	15	10
How old were you when you had your first drink of alcohol other than a few sips?	8 or younger	9	15	15	12	12	10	12
	9 or 10	7	11	17	7	7	5	9
	11 or 12	16	21	23	22	14	15	18
	13 or 14	39	30	40	34	38	25	34
	15 or 16	26	20	5	24	27	35	23
	17 or older	3	4	0	0	2	11	4
During the past 30 days, on how many days did you have at least one drink of alcohol?	1 or 2 days	43	38	42	48	38	34	40
	3 to 5 days	29	26	31	22	28	27	27
	6 to 9 days	18	17	17	15	17	19	17
	10 to 19 days	9	14	7	12	12	16	12
	20 to 29 days	0	4	1	2	2	2	2
	All 30 days	1	2	2	1	2	1	2
During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	0 days	71	61	76	71	60	54	66
	1 day	11	11	9	9	11	14	11
	2 days	7	8	6	5	9	9	7
	3 to 5 days	8	10	6	8	11	13	9
	6 to 9 days	2	6	2	4	6	5	4
	10 to 19 days	1	3	1	2	2	5	2
	20 or more	0	1	0	0	0	1	1
During the past 30 days, on how many days did you have at least one drink of alcohol on school property?	0 days	97	94	97	96	96	94	96
	1 or 2 days	1	4	2	3	3	3	3
	3 to 5 days	0	1	1	1	1	0	1
	6 to 9 days	0	0	0	0	1	0	0
	10 to 19 days	0	1	0	0	0	1	0
	All 30 days	0	0	0	0	0	1	0
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Marijuana Use

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
How old were you when you tried marijuana for the first time?	Never	64	58	70	62	58	51	61
	8 or younger	1	2	1	1	1	2	1
	9 or 10	1	3	4	1	2	1	2
	11 or 12	7	7	9	9	6	6	7
	13 or 14	12	15	13	15	16	9	13
	15 or 16	14	13	3	12	16	26	14
	17 or older	1	2	0	0	1	6	2
During your life, how many times have you used marijuana?	0 times	64	58	69	62	58	52	61
	1 or 2 times	6	8	5	8	8	5	7
	3 or 9 times	8	9	7	7	8	11	8
	10 or 19 times	5	6	5	3	5	7	5
	20 or 39 times	5	5	3	4	6	5	5
	40 or 99 times	6	4	5	5	3	8	5
	100 or more	8	11	5	11	12	12	10
During the past 30 days, how many times did you use marijuana?	0 times	80	77	80	79	79	75	79
	1 or 2 times	7	7	7	6	5	10	7
	3 or 9 times	5	5	6	2	7	5	5
	10 or 19 times	4	4	4	4	4	3	4
	20 or 39 times	2	4	2	3	2	4	3
	40 or more	2	3	1	4	3	3	3
During the past 30 days, how many times did you use marijuana **on school property**?	0 times	95	93	94	93	94	94	94
	1 or 2 times	2	4	4	4	1	3	3
	3 or 9 times	2	2	1	2	3	1	2
	10 or 19 times	0	0	0	0	1	0	0
	20 or 39 times	0	1	0	0	1	0	0
	40 or more	0	1	0	1	0	1	1
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Cocaine Use

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?	0 times	92	90	95	91	89	89	91
	1 or 2 times	3	5	2	5	4	4	4
	3 or 9 times	2	2	1	2	3	1	2
	10 or 19 times	1	1	1	1	1	2	1
	20 or 39 times	1	1	0	1	1	1	1
	40 or more	1	2	1	1	1	3	1
During the past 30 days, how many times did you use any form of cocaine, including powder, crack, or freebase?	0 times	97	94	97	96	95	94	96
	1 or 2 times	2	3	2	2	3	2	2
	3 or 9 times	1	1	1	0	1	2	1
	10 or 19 times	0	1	0	1	0	0	0
	40 or more	0	1	0	0	0	2	1
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Other Drug Use

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During your life, how many times have you sniffed glue, breathed contents of aerosol spray cans, or inhaled any paints or sprays to get high?	0 times	86	82	83	85	82	86	84
	1 or 2 times	7	9	9	8	10	7	8
	3 or 9 times	3	4	4	3	3	4	3
	10 or 19 times	2	3	2	2	4	1	2
	20 or 39 times	1	0	1	1	1	0	1
	40 or more	1	2	1	1	1	2	1
During the past 30 days, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?	0 times	97	96	95	97	96	97	96
	1 or 2 times	2	1	2	1	2	1	2
	3 or 9 times	1	1	3	0	1	0	1
	10 or 19 times	0	0	0	1	0	0	0
	40 or more	0	1	0	1	1	2	1
During your life, how many times have you used **heroin** (also called smack, junk, or China White)?	0 times	98	96	98	96	97	96	97
	1 or 2 times	1	1	1	2	1	1	1
	3 or 9 times	0	1	0	1	1	1	1
	10 or 19 times	0	1	0	1	0	0	0
	20 or 39 times	0	0	0	0	0	0	0
	40 or more	0	1	0	0	0	2	1
During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?	0 times	91	90	95	89	89	89	91
	1 or 2 times	4	4	2	4	5	4	4
	3 or 9 times	1	2	2	3	2	1	2
	10 or 19 times	1	1	0	1	1	1	1
	20 or 39 times	1	1	0	1	2	2	1
	40 or more	1	1	1	1	1	3	1
During your life, how many times have you taken **steroid pills or shots** without a doctor's prescription?	0 times	98	96	96	98	97	96	97
	1 or 2 times	1	2	2	1	2	1	1
	3 or 9 times	0	1	1	0	1	1	1
	10 or 19 times	0	1	0	1	1	0	1
	20 or 39 times	0	0	0	1	0	0	0
	40 or more	1	1	0	0	0	3	1
During your life, how many times have you used LSD or "acid"?	0 times	91	87	93	88	87	87	89
	1 or 2 times	4	6	4	4	7	5	5
	3 or 9 times	3	3	3	4	3	2	3
	10 or 19 times	2	1	0	1	2	3	1
	20 or 39 times	1	1	0	1	1	2	1
	40 or more	0	2	0	1	2	2	1
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Other Drug Use

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
During your life, how many times have you used a needle to inject any **illegal** drug into your body?	0 times	99	97	98	99	98	97	98
	1 time	1	1	1	0	2	0	1
	2 or more	0	2	1	1	1	3	1
During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?	Yes	25	32	25	35	29	26	29
	No	75	68	75	65	71	74	71
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

AIDS Education and Sexual Activity

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Have you ever been taught about AIDS or HIV infection in school?	Yes	92	91	92	94	87	92	91
	No	5	6	4	4	9	4	5
	Not sure	4	3	4	2	4	4	4
It is important to me to delay having sexual intercourse until	I'm married	27	16	26	22	20	17	22
	I'm engaged	4	2	1	3	3	7	3
	I'm an adult in a committed relationship	21	18	21	22	16	18	19
	I'm in love	26	19	19	23	23	26	23
	I finish high school	4	5	5	3	7	2	4
	Its not important to me to delay sex	18	40	27	28	32	29	29
Have you ever talked about AIDS or HIV infection with your parents or other adults in your family?	Yes	62	47	56	55	52	54	54
	No	33	47	38	40	44	41	40
	Not sure	5	6	6	5	5	5	5
Have you ever had sexual intercourse?	Yes	42	41	28	34	45	60	41
	No	58	59	72	66	55	40	59
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who had ever had sexual intercourse.

AIDS Education and Sexual Activity

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
How old were you when you had sexual intercourse for the first time?	11 or younger	4	5	8	2	3	6	5
	12	5	7	14	7	1	4	6
	13	10	12	27	17	6	4	11
	14	15	17	30	22	14	7	16
	15	30	21	18	32	30	21	25
	16	26	28	3	18	34	40	27
	17 or older	10	10	0	1	12	19	10
During your life, with how many people have you had sexual intercourse? (a)	1	45	45	46	48	47	41	45
	2	19	17	16	12	22	20	18
	3	13	12	13	14	13	11	12
	4	5	9	9	7	5	7	7
	5	6	4	3	2	4	7	5
	6 or more	13	13	13	17	10	14	13
During the past 3 months, with how many people did you have sexual intercourse?	Not 3 mths	24	30	34	34	24	20	26
	1	63	56	50	49	67	67	60
	2	8	6	9	10	5	6	7
	3	3	3	1	2	4	4	3
	4	0	1	0	2	0	1	1
	5	1	2	4	1	1	1	1
	6 or more	1	3	2	3	0	2	2
Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?	Yes	19	28	24	28	21	22	23
	No	81	72	76	72	79	78	77
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who had ever had sexual intercourse.

Sexual Activity and Birth Control

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
The **last time** you had sexual intercourse, did you or your partner use a condom? (a)	Yes	51	68	66	65	62	51	60
	No	49	32	34	35	38	49	40
The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (a)	No method	14	10	19	12	9	12	12
	Pills	21	20	3	15	25	30	21
	Condoms	43	56	59	55	52	40	50
	Depo-Provera	6	2	2	2	5	6	4
	Withdrawal	12	7	9	9	9	10	9
	Other	3	1	2	3	1	1	2
	Not sure	0	4	6	4	0	1	2
How many times have you been pregnant or gotten someone pregnant?	0 times	93	95	95	95	96	90	94
	1 time	6	3	2	3	4	7	4
	2 or more	1	1	1	1	0	2	1
	Not sure	0	2	2	1	0	0	1
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

a. Weighted percentage of students who had ever had sexual intercourse.

Sexual Violence

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Have you ever been forced, either verbally or physically, to take part in sexual activity?	No sex	31	26	38	33	22	20	28
	Yes	12	8	11	8	9	12	10
	No	50	63	45	55	61	66	56
	Not sure	6	4	6	5	7	2	5
Have you ever forced, either verbally or physically, someone to take part in sexual activity?	No sex	30	25	36	32	22	18	27
	Yes	2	5	3	3	4	4	4
	No	67	67	59	64	70	76	67
	Not sure	2	4	3	1	4	2	3
Have you ever been "sexually harassed," however you may define this, at your school?	Yes	39	16	28	27	30	24	27
	No	54	79	65	67	65	70	67
	Not sure	7	5	7	6	5	6	6
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Body Image and Attempts to Change Weight

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
How do you describe your weight?	Very under	2	3	3	2	3	3	3
	Slightly under	10	17	14	15	14	12	14
	Right weight	45	55	51	52	47	50	50
	Slightly over	35	21	25	26	31	29	28
	Very over	8	3	6	5	5	6	5
Which of the following are you trying to do about your weight?	Lose	62	26	43	44	44	45	44
	Gain	6	23	14	16	15	13	15
	Stay	17	22	23	21	16	18	20
	Not doing anything	15	28	20	19	25	23	22
During the past 30 days, what have you done most frequently to lose weight or keep from gaining weight?	Exercise	45	44	50	45	38	42	44
	Eat less	27	12	16	21	19	24	20
	Go without eating	4	3	5	2	4	2	3
	Take diet pills	3	1	3	1	3	1	2
	Vomit or take laxatives	1	0	1	0	0	1	1
	Nothing	20	40	26	30	36	30	30
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Physical Activity

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
On how many of the past 7 days did you exercise or participate in physical activity for **at least 20** minutes **that made you sweat and breathe hard**, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?	O days	16	13	13	10	14	23	15
	1 day	12	9	7	10	13	13	10
	2 days	16	13	15	11	16	18	15
	3 days	13	12	13	12	12	13	13
	4 days	9	9	8	11	10	6	9
	5	14	15	15	18	13	12	15
	6	6	8	7	10	7	4	7
	7	14	20	22	18	16	11	17
On how many of the past 7 days did you participate in physical activity for **at least 30** minutes that did **not** make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?	O days	26	31	33	25	25	31	29
	1 day	15	13	14	15	14	12	14
	2 days	15	14	14	15	15	15	15
	3 days	12	9	9	11	10	11	11
	4 days	6	7	7	5	9	6	7
	5	7	7	5	8	8	9	7
	6	3	2	2	4	2	2	3
	7	15	16	15	16	17	13	15
In an average week when you are in school, on how many days do you go to physical education (PE) classes?	O days	36	31	29	21	24	63	34
	1 day	1	2	1	3	1	2	2
	2 days	9	7	5	6	11	9	8
	3 days	12	12	19	12	12	3	12
	4 days	2	3	2	4	2	2	2
	5	40	45	43	54	49	22	43
During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?	No PE	36	30	30	21	23	63	33
	< 10 minutes	4	4	6	3	4	3	4
	10-20	9	8	11	10	9	4	8
	21-30	23	19	22	26	26	10	21
	> 30	28	38	32	41	37	20	33
During the past 12 months, on how many sports teams did you play? (Do not include PE Classes)	0 teams	46	36	35	35	43	50	40
	1 team	23	21	24	22	22	21	22
	2 teams	16	22	23	22	18	14	19
	3 or more teams	15	21	18	21	16	15	18
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Diet and Nutrition

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Yesterday, how many times did you eat fruit or drink fruit juice?	0 times	17	18	15	15	19	22	18
	1 time	23	20	21	20	23	22	21
	2 times	26	27	25	30	26	26	27
	3 times	17	18	15	19	18	18	18
	4 times	10	9	11	9	8	9	9
	5	3	2	3	2	2	1	2
	6 or more	4	6	10	4	4	3	5
Yesterday, how many times did you eat vegetables or drink vegetable juice?	0 times	30	33	33	29	31	33	31
	1 time	35	29	30	32	33	34	32
	2 times	20	24	21	25	23	19	22
	3 times	10	9	9	8	10	10	9
	4 times	3	3	4	4	2	2	3
	5	1	1	1	1	1	1	1
	6 or more	2	2	3	2	1	1	2
Yesterday, how many times did you drink milk or eat cheese or yogurt?	0 times	14	10	12	9	11	14	12
	1 time	24	16	18	20	22	19	20
	2 times	21	23	21	22	22	25	22
	3 times	22	22	21	22	23	22	22
	4 times	13	14	12	16	11	13	13
	5	4	6	6	5	5	4	5
	6 or more	3	10	9	6	6	3	6
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade.

Risk Factor Indices

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Vehicle Safety Index	0	44	31	39	40	35	35	37
	1	31	29	31	32	31	27	30
	2	17	19	21	16	17	19	18
	3	6	14	7	9	13	12	10
	4	2	6	2	3	4	7	4
Weapons Index	0	94	68	78	79	84	83	81
	1	4	18	13	12	7	11	11
	2	2	14	10	9	9	6	9
Violence Index	0	44	44	38	47	43	48	44
	1	35	33	34	31	37	34	34
	2	14	13	15	15	11	12	13
	3	4	5	7	4	5	3	5
	4	2	2	3	2	2	1	2
	5	0	1	2	0	1	1	1
	6	0	1	1	0	0	0	0
	7	0	0	0	0	0	0	0
	8	0	0	0	0	0	0	0
Suicide Index	0	62	73	64	70	69	69	68
	1	26	22	26	23	24	23	24
	2	9	5	9	6	6	6	7
	3	2	1	1	1	2	2	1
Tobacco Index	0	37	30	37	34	32	32	34
	1	23	24	26	25	24	17	23
	2	18	12	17	13	13	15	15
	3	16	16	13	16	17	19	16
	4	5	13	6	9	9	11	9
	5	1	4	0	2	4	3	2
	6	0	1	0	0	0	1	1
Alcohol Index	0	25	20	30	24	18	17	22
	1	26	22	25	27	23	23	24
	2	19	18	20	19	19	14	18
	3	30	40	25	30	40	47	35
Drug Index	0	57	50	57	56	51	48	53
	1	9	10	10	10	10	6	9
	2	10	9	9	9	10	12	10
	3	11	11	12	8	9	17	11
	4	4	6	5	5	5	7	5
	5	3	3	2	4	4	2	3
	6	1	3	2	2	3	1	2
	7	2	2	0	2	3	1	2
	8	2	1	1	1	1	1	1
	9	1	1	0	1	1	1	1
	10	0	1	1	1	1	1	1
	11	1	2	1	1	1	3	1
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Risk Factor Indices (Cont.)

		Sex		Grade				Table total
		Female	Male	9th	10th	11th	12th	
Sexual Index	0	55	54	65	61	51	38	54
	1	4	2	0	1	4	7	3
	2	18	15	8	13	20	26	16
	3	9	10	8	7	10	13	10
	4	11	15	14	12	13	12	13
	5	2	3	4	4	2	2	3
	6	1	1	2	1	0	2	1
	7	0	0	0	0	0	0	0
Nutrition Index	0	3	4	5	3	3	2	3
	1	15	22	21	20	16	15	18
	2	40	37	36	38	39	41	38
	3	42	38	37	38	42	43	40
Exercise Index	0	30	38	39	44	34	17	34
	1	26	26	27	28	30	18	26
	2	20	18	18	14	20	24	19
	3	19	13	13	11	11	31	16
	4	5	4	3	2	4	9	5
Diet Index	0	75	78	73	81	76	77	77
	1	19	19	23	16	20	17	19
	2	6	3	4	3	4	5	4
	3	0	0	0	0	0	0	0
Combined Total Risk Factors Index	1 to 10	50	45	51	52	44	39	47
	11 to 20	37	38	35	34	41	41	37
	21 to 30	12	14	12	12	13	15	13
	31 or more	2	4	2	2	2	5	3
Table total		100	100	100	100	100	100	100

Weighted percentages of students responding in each response category by sex and grade

Risk Factor Index Averages

	Sex		Grade				Total
	Female	Male	9th	10th	11th	12th	
Vehicle index	0.9	1.3	1.0	1.0	1.2	1.3	1.1
Weapon index	0.1	0.5	0.3	0.3	0.3	0.2	0.3
Violence index	0.9	1.0	1.1	0.9	0.9	0.8	0.9
Suicide index	0.5	0.3	0.5	0.4	0.4	0.4	0.4
Tobacco index	1.3	1.7	1.3	1.5	1.6	1.8	1.5
Alcohol index	1.5	1.8	1.4	1.6	1.8	1.9	1.7
Drug index	1.4	1.8	1.4	1.6	1.8	2.0	1.7
Sexual index	1.3	1.5	1.2	1.2	1.4	1.7	1.4
Diet index	0.3	0.2	0.3	0.2	0.3	0.3	3
Exercise index	1.5	1.2	1.1	1.0	1.2	2.0	1.3
Nutrition index	2.2	2.1	2.1	2.1	2.2	2.2	2.1
Combined Total Risk Factors Index	11.9	13.4	11.7	11.7	13.1	14.5	12.7

Weighted percentages of students responding in each response category by sex and grade

APPENDIX C – REFERENCES

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